DOCUMENT RESUME

ED 170 589 CE 021 457

TITLE	A Teacher's Guide to Career Education, K-5.
INSTITUTION	South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE	Sep 75
NOTE	219p.; Not available in hard copy due to small print; For related documents see CE 021 458 and ED 134 742
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Art Education; Behavioral Objectives; *Career Education; Educational Philosophy; *Fine Arts; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; *Health Education; Kindergarten; *Learning Activities; Mathematics Education; Music Education; *Science Education; *Social Sciences
IDENTIFIERS	*South Carolina

ABSTRACT

Lesson plans for activities in career education are presented in this teacher's guide designed for grades K-5. The first section presents South Carolina's position on career education. Section two outlines suggested learner objectives to be attained under seven elements of career education: self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. The next section, the bulk of the document, contains career education lesson plans: thirty for kindergarten, twenty art lesson plans for grades K-6, and twenty each for grades 1-5. Each lesson plan indicates grade level, subject area, educational concept, element and element objectives, activities, resources, and followup activities. Subject areas include health, math, social science, music, science, and fine arts. (JH)

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A TEACHER'S GUIDE

TO

CAREER EDUCATION

K–5

South Carolina Department of Education

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South Carolina Department of Education
Office of Vocational Education
Career Education Section
Columbia, South Carolina 29201

September 1975

The major responsibility for the assimilation of the content of this booklet was assumed by South Carolina public school teachers who had participated in career education projects

PREFACE

This booklet is designed to assist the classroom teacher who is interested in the implementation of career education. Suggestions for activities in career education are presented via "lesson plans" prepared by public school teachers within South Carolina.

These lesson plans are intended to serve as springboards. Certainly each teacher may wish to impose his/her own approach to these examples of classroom instruction. After reviewing the booklet, the teacher should feel comfortable when planning and implementing his/her lesson plans which focus on career education principles.

In establishing the philosophical base for the instructional strategy labeled "career education," the following eight points should be considered:

1. Career education is geared toward all students of all economic, social, and ethnic backgrounds.
2. Career education is incorporated into all levels and disciplines.
3. Career education is concerned with all occupations and professions.
4. Career education includes the community.
5. Career education is life-time education (i.e., from the "womb to the tomb").
6. Career education is aimed at helping each learner to progress educationally and occupationally.
7. Career education is based on the principle of "no rejects" (i.e., it is open to all children).
8. Career education is based on certain values and beliefs:
   a. Every individual is of infinite value.
   b. Every individual is unique.
   c. Every individual has the right to become himself.

The South Carolina Department of Education solicits the interest and support of all facets of the educational community in the infusion into the existing curricula of the tenets inherent in this career education effort. Reactions and recommendations are invited and welcomed.

M. Ellen Tollison
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ACKNOWLEDGEMENTS

Special appreciation is extended to the following persons who unselfishly shared their time, energies, and expertise:

Nancy Bailey
Melba Banta
Bill Bomar
Michael Bozeman
Olga Burtnett
Jim Corne
Terry Dillard
Swannanoa Gardner
Vickie Gibson
Bill Hammond
Lane Hammond
David Henderson
Sharon Hobson
James Horton
Betty Hudson
Margaret Hughes
Barbara Jones
Cheryl Kolb
Sara Lee Lake
Mary Lew Nesbitt
Norma Nicholson
Jackie Pearson
Martha Pennington
Patricia Penoyer
Swannee Reenstjerna
Barbara Rogers
Gail Runion
Becky Smith
Peggy Smith
Ann Tatum
Jean Wade
Susan Wagner
Kathy Williams
Janis Woods
Carol Woodward

In addition, gratitude is expressed to the Vocational Education Media Center for their cooperation in the printing of this document.

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CAREER EDUCATION: SOUTH CAROLINA'S POSITION

In order to fully comprehend the position which the South Carolina Department of Education has assumed regarding career education, one must direct attention to definitions of the two words – "career" and "education." These definitions* can be assigned as follows:

> 'Career" is the totality of work one does in his or her lifetime.
>
> "Education" is the totality of experiences through which one learns, i.e., including more than the formal educational system.

Thus, "career education" can be defined generically as follows:

> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

Using the above stated definition as a basis for interpretation one can define* "work" as follows:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Thus, work centers around the basic human need for accomplishment and the broader societal need for productivity. Consequently, it includes unpaid activities as well as paid employment.

This generic definition of career education is intended to connote an extremely broad and encompassing interpretation. It emphasizes educators' responsibility in the preparation of individuals for work as one of the basic goals of American education. In addition, this definition supplies students with a solidly established reason for engaging in education. Furthermore, it provides one societal basis for supporting the educational system. IN NO WAY, however, does anyone attempt to say that career education is the only goal or even necessarily the most important goal for any student or for any educational system; yet it is a meritorious and vital goal.

Although the concept inherent in career education is not the only answer to the perpetually asked question: "Why must I learn this?", it can serve well as a universally common answer. It can be applied to all persons in all kinds of educational settings, both within and outside formal education. Easy to grasp is the fact that career education encompasses study of economic man; still, it stretches beyond this aspect to the more extensive views of productivity in one's total lifestyle, including leisure time.

Career education is neither academic education nor vocational education; it is a human, realistic, and practical approach to education which seeks to bridge the gap between the two. It involves a total concept which permeates all education, giving a new centrality to the educational objective dealing with a successful preparation of every individual for a participating, contributing and self-fulfilled position in society.

The concept underlying career education, as adopted by the Council of Chief State School Officers (June 13, 1974), Washington, D.C., is:

> Career Education is essentially an instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

"For the first time in the history of career education, we have a Congressional mandate for career education. By enacting Section 406, Title IV, Public Law 90-380, the Congress has made career education a law of the land. It is no longer simply a project of the Executive Branch of the Government." This observation was announced by Dr. T. H. Bell, United States Commissioner of Education, to the National Conference for State Coordinators of Career Education, Ohio State University, October 31, 1974. The legislation to which he referred is stated, in part, as follows:

> (d) For the purpose of this section the term "career education" means an education process designed –
>
> (1) to increase the relationship between schools and safety as a whole;

*For evidence of South Carolina's direct alignment with the stance assumed by the United States Office of Education, refer to a paper entitled, *Career Education: Toward a Third Environment*, authored by Dr. Kenneth Hoyt, Associate Commissioner for Career Education and approved as Health, Education and Welfare policy in September, 1974.

(2) to provide opportunities for counseling, guidance, and career development for all children;
(3) to relate the subject matter of the curricula of schools to the needs of persons to function in society;
(4) to extend the concept of the education process beyond the school into the area of employment and the community;
(5) to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(6) to make education more relevant to employment and functioning in society; and
(7) to eliminate any distinction between education for vocational purposes and general or academic education.

The South Carolina Department of Education Career Education Section adheres to this philosophy which is being espoused in Washington, D.C., via operating under the following premise:

> Career Education is a sequential, developmental process of specialized experiences for all people (kindergarten through adulthood). This process incorporates currently established curricula into "real life" situations thereby providing the individual with affective knowledge of attitude and values formation as well as cognitive skills. It provides a personal approach in education, geared toward preparing the individual to rationally choose his place in the working society.

Integral to this position which has been assumed is the attention which must be given to a collaborative effort involving –

(1) the formal educational system,
(2) the business-labor-industry-professional-government community,
(3) the home and family structure.

The manner in which all three of these basic aspects of society work together to make education as preparation for work both a prominent and permanent goal of all education determines one of the key symbols of success of the career education movement.

As is the case with most attempts to describe a concept . . . an outlook . . . an approach . . . a philosophy, this statement of "position" is oversimplified; however, the essence of the information which this paper has been designed to convey is that there is no longer any one curriculum, any one answer, any one mode of operation which has permanent application. Hence, some provision needs to be established as the basis for bringing together these often divergent activities into a flexible process for continuous learning, uniquely fitted to the individual and the changes in society.

Thus, the South Carolina Department of Education, aware that perhaps the label "career education" will eventually disappear, maintains that the basic tenets inherent in career education will not vanish. These principles serve as support for the belief that individuals must be exposed to more than content-learning, i.e., that teachers, parents, and the community must be actively concerned with all that affects the growth of the individual (social, physical, spiritual, aesthetic, mental, emotional, etc.).

LEARNER OBJECTIVES

The South Carolina Department of Education Career Education Staff has outlined suggested learner objectives to be attained under each of the designated seven BASIC ELEMENTS: Self-Knowledge, Decision-Making Skills, Career Awareness, Economic Awareness, Educational Awareness, Attitudes and Appreciation, Social Awareness. Certainly these objectives must be molded to accommodate individual school district characteristics; however, they do provide a base for implementation plans.

The following charts depict the seven Basic Elements with the lists of suggested learner objectives.

SELF–KNOWLEDGE

To understand that everyone is responsible for his/her own actions.

To feel the dignity of self on an individual basis as well as in groups.

To be aware of individual capabilities and limitations.

To develop a realistic self-perception of individual abilities as they relate to career choices.

To develop self-confidence in the pursuit of an anticipated career choice.

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

To understand that individuals differ in their abilities, attitudes, and aspirations.

To become able to achieve an innate personal satisfaction from work. (The job may be school.)

To know that the need for security causes many workers to keep the jobs they have.

To realize that if work allows a person to exercise his/her positive self-concept and meet his/her needs, then his/her performance will increase.

To understand that one should continually reassess one's attitudes and interests (i.e., values) in relationship to his/her present or anticipated lifestyle.

To recognize the vital importance of each family member.

To help match an individual's abilities and interests with the skills and process needed in the world of work.

To learn that the individual must be adaptable in a changing society.

DECISION–MAKING

To be able to cope with the consequences of personal decisions.

To recognize that all decisions made have a cause and an effect.

To be competent in the verbal and written analysis of alternatives.

To know and practice the components of the decision-making process:

(1) Identify problem or situation
(2) Consider alternatives
(3) Consider consequences of alternatives
(4) Select the best alternative
(5) Implement the best alternative
(6) Evaluate the results

To be able to solve school-related problems.

To apply the decision-making process to home and social problems.

To apply the decision-making process to the study and selection of careers.

To learn to reevaluate a prior decision when new information is available.

To understand that career development requires sequential series of choices.

To know that training or pursuing a career choice helps develop who a student really is.

To know that a tentative career choice should be based on attitudes, values, and interests and to know that this choice requires in-depth study.

To be knowledgable about the flexibility of career education.

To recognize and accept others' decisions.

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).

To possess self-knowledge when making realistic life choices.

CAREER AWARENESS

To know the jobs of home members and school personnel.

To relate home and school jobs to community functions.

To know the jobs necessary to maintain the community.

To compare and contrast local jobs to national and international jobs.

To understand the relationship between attitudes and values and different careers.

To know that work organizations are human organizations.

To realize that because of labor market demand some people must take jobs that are available rather than being able to choose their vocations.

To recognize that an individual may be suited for numerous occupations.

To know that much of one's total life routine is organized around the work one does.

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

To know that vocational choice is determined by social, individual, and economic factors, each of which may independently influence an individual.

To realize that geographical location determines the kinds of work found therein.

To understand that in our culture a person's preference of work (not necessarily his/her actual employment) indicates much about him/her that is significant.

To comprehend that school is a job.

To realize that hobbies and interests may lead to a vocation.

ECONOMIC AWARENESS

To identify within the home unit what is available, needed, wanted, luxury.

To understand the system of exchange of goods and services.

To understand the difference between the money exchange system and the barter system.

To comprehend the United States monetary system.

To understand the process of and relationship between production and distribution of goods and service.

To understand the law of supply and demand as a determinant in occupational choice.

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

To recognize the financial and legal tools that govern and protect the worker.

To apply knowledge of economic responsibilities to career decisions.

To understand the economic implications brought about when a career decision is made.

To know that most people spend their lives serving or in the service of others.

To take notice that a major reason most people work is money. ("Economic Security" is often found to take first place in job satisfaction studies.) Certainly, however, variety of activity and a chance to employ an individual's particular talents or skills also weigh heavily in the satisfaction a job affords.

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

To recognize that work is a way of winning economic independence.

To understand that some workers produce goods while others produce services.

To be alert to the fact that technological progress changes, eliminates, and creates work.

To comprehend certain basic principles of the economy like capitalism, supply and demand, taxes, and money exchange.

EDUCATIONAL AWARENESS

To know that school is a job which requires certain basic skills for success.

To realize that workers need some kind of special training and knowledge for most jobs.

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

To understand that specialized skills lead to interdependency of jobs.

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

To learn that human relations skills (e.g., communication) are as necessary as computational skills.

To recognize that there are many training channels directed toward job entry.

To acquire the basic skills and habits found in the working world.

To understand that knowledge or skills which are transferable will facilitate retraining.

ATTITUDES AND APPRECIATIONS

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

To recognize the vital importance of a cooperative spirit.

To learn to analyze working roles according to advantages and disadvantages.

To understand the relationship between occupations and their changes.

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values related to life choices.)

To know that the ability to perceive the environment affects one's attitudes toward work.

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

To realize that work affords different rewards to individuals (e.g., monetary or personal).

SOCIAL AWARENESS

To understand the need for cooperation in the completion of tasks.

To be able to accept criticism and direction.

To assume responsibility.

To understand the approach needed to resolve personal conflict between one's individual goals and group goals.

To relate the similarity between the order and structure of a school environment to society at large.

To know that work is a means of developing social relationships (i.e., acquiring social status and prestige).

To understand that personal relationships with fellow workers are important to job satisfaction.

To realize that an individual's work affects his/her standard of living (i.e., his/her total life-style).

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To understand that all jobs are dependent upon other jobs.

To realize that society is dependent upon the work of many people.

To know that society provides rewards for work.

KINDERGARTEN

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Health

EDUCATIONAL CONCEPT: To encourage good nutrition. To encourage proper brushing. To better educate parents indirectly. To stimulate interest and faith in the dental profession. To teach that teeth cut and chew.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Career Awareness

To know that work organizations are human organizations.

ACTIVITIES:

1. Bulletin Board "You are What You Eat."

2. Filmstrip "How to be a good landlord to your teeth."
   Books "A visit to the Dentist " by Bernarn J. Garn
   "Clancy Calcium" by Barbara Kidder
   "Let's go to a dentist" by Naomi Bucheimer
   "I want to be a Dentist" by Carla Greene
   "Your wonderful Teeth" by G. Warren Schloat, Jr.
   "Dentist's Tools"
   Record
   "Brush away tooth decay" by Hap Palmer
   "Alice's Restaurant" by Hap Palmer

3. Discussion Good Breakfast Foods. Flannel Board Game

4. Resource person - Dental Assistant - Introduction of Mike Molar; Teach proper brushing and good eating habits; Teach what snacks are good for your teeth; Question and Answer Period.

5. Distribute free tooth brushes and free toothpaste.

(Continued on Reverse Page)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

6. Take the pink pill test to uncover Mr. Plaque.

7. Begin a star chart. Each child who remembers to brush his/her teeth before coming to school will receive a star for the day. This chart may continue over an extended period of time and should end with the child having the most stars receiving a gift.

8. Filmstrip-McGraw-Hill Set 2 Community Helpers
The Dentist - International Film Cooperation: "Mothers Work Too" -
"My Mother is a Dental Assistant"

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Fine Arts and Humanities

EDUCATIONAL CONCEPT: An activity designed to stimulate creative expression, encourage language development, and promote a basic understanding of the various jobs involved in the completion of a book.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction in work.

Decision Making

To know and practice the components of the decision making process.
(1) Identify situation.
(2) Consider alternatives.
(3) Consider consequences of alternatives.
(4) Select best alternative.
(5) Implement the best alternative.
(6) Evaluate results.

ACTIVITIES:

1. Introduce the concept of the author and the illustrator to the children explaining the role each plays in the completion of a book.

2. Books may be acquired with the pictures of both the author and the illustrator in the back.

3. Give the children the opportunity to discuss story ideas within groups.

4. Have each child dictate individually the story which he/she has created. Using construction paper make a booklet and record the child's story. One action sequence per page should be sufficient.

5. Reread page by page to the child his/her story and have him/her illustrate the action.

6. Give the child the opportunity to decide upon a title and to number his/her own pages. Have the child illustrate the title.

7. Share the book with the other children at story time.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Math

EDUCATIONAL CONCEPT: To establish knowledge of basic measurements and relate these to the work done by the carpenter.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to solve school related problems.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

ACTIVITIES:

1. Visit a building under construction. If nearby, the building could be visited at various stages of development.

2. Introduce the yardstick. Have the children measure various items. Explain why measurement is so important in our everyday lives.

3. Resource person - carpenter
   Have the carpenter: (a) discuss briefly his/her career decision, (b) construct a simple frame, (c) display the tools of his/her trade and give the correct pronunciation of each, (d) describe how each tool helps him/her in his/her work.

4. Introduce the carpenters work bench and tools. Work with the children on constructing simple designs: (a) designs may be sanded and painted, (b) two children working at a time proved successful.

5. Discuss the role of the carpenter and have the children comment on various school concepts the carpenter must know for his/her work.

6. Role playing - Open the block center for construction of buildings. Label the buildings with simple signs.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

7. Book "I Want to be a Carpenter" by Carla Greene.

8. Filmstrip - McGraw-Hill Series, 136 M., "My Dad is a Carpenter"

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Math

EDUCATIONAL CONCEPT: An activity to teach the art of buying and selling. To enhance an awareness of the careers involved in a local supermarket.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Have the children bring one or two empty containers for the supermarket. Go down the roll and select a person to operate the cash register, a person to bag the groceries and a person to place the containers on the shelf. Discuss the duties of each job.
2. Have available circles cut from construction paper. Decide how many circles should be paid for each item and what color each should be. Tape the circle and the number on the box.
3. Dramatic role playing. Open the store. Have the children take turns buying and selling.
4. Filmstrip "My Dad Works in a Supermarket" McGraw-Hill, 136-M.
5. Resource person - could be a brother or sister who has worked in a supermarket.
6. Field trip to the local supermarket.
7. Cooking experience.
8. Taste party.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

9. Discuss the many jobs that were observed while at the supermarket.

10. Filmstrips , McGraw-Hill Series, Community Helpers (Set 1), Grocer

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Science

EDUCATIONAL CONCEPT: To familiarize students with the jobs involved in the care of animals and their environments.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. Group discussion - various careers involved in the care of animals: (1) Veternarians, (2) Zoo Keepers, (3) Architectural Ecologists

2. Animal Game - Using animal cards from the Peabody Language Development Kit have one child describe the animal to the other children in the group. If the children are not able to guess the animal then the child may imitate the sound which the animal makes. The first child to recognize the animal may hold the card until the end of the game. At that time the child holding the most cards will be the winner and will receive a small token of accomplishment.
   Variation: A variation of the game would be to pin the animal to a child's back and have his/her partner give him/her clues to the animal's identity. When the animal is discovered the two may trade places.

3. Trip to the zoo - observe the zoo keeper as he/she cleans the cages and feeds the animals.

4. Resource person - veternarian - Have the veternarian discuss with the children his/her career and some of the reasons for his/her career choice.

5. Mural of animals seen and discussed.

RESOURCES: (Continued)

FOLLOW-UP ACTIVITIES:

Activities Continued:

6. Make clay animals. Using a box of dirt position the animals where they might be likely to live. (Ex. ducks in pond, etc.)

7. Discuss the job of the Architectural Ecologist and then compare the three jobs studied.

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: An activity to expand the individual knowledge of the important role of transportation in our lives, as well as, the importance of the people, materials, and activities involved.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Social Awareness

To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Group discussion: (a) various kinds of transportation, (b) various aspects of transportation
2. Listening station: (a) sounds of different vehicles to recognize and to circle.
3. Poem "Song of the Train" by David McCord; Finger plays "The Airplane"; Song "People on the Bus"; Filmstrip "The Little Engine That Could"
4. Field trip - (a) ride on a train
5. Resource person - train conductor
6. Art: (a) using geometric shapes and toothpicks construct a train; (b) using old shoeboxes construct a train.
7. Physical Education: (a) Go for an imaginary ride on a train. Line the chairs up one behind the other. Let the children take turns being the conductor and making train noises. Later play cat and mouse while the chairs are still in this position.
8. Discuss why the train must run on a schedule. Discuss the schedule of the train verses the implication of having a schedule in our everyday lives.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies (Personal Services)

EDUCATIONAL CONCEPT:

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

1. Book "I Want to be a Beauty Operator" by Carla Greene.
2. Field trip to a local beauty parlor. Ask the beauty operator to talk briefly with the children. (a) have him/her mention his/her training; (b) observe him/her as he/she does someone's hair; (c) have him/her display his/her tools and describe the purpose of each.
3. Dramatic Role playing: (a) set up a beauty center using combs, dolls, wigs, nail polish, scissors, rollers, bobbie pins, smocks, etc.; (b) water play area - shampoo may be added so that the children may wash the dolls' hair, combs, wigs, etc.
4. The following day organize a beauty showing. Have the children display their work.
5. Discussion: (a) why do you think you might like to become a beauty operator? (b) men can become beauty operators as well as women; (c) review the beauty operator's tools and the purpose of each.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: To introduce the duties of the school librarian. To teach the children the procedure for checking out books. To teach the children to care for library books.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Career Awareness

To comprehend that school is a job.

ACTIVITIES:

1. Group discussion: (a) Why must we care for our library books? (b) Who is the person responsible for checking out a library book? (c) If you were to take a book home over the weekend would you be sure to take care of the book?

2. Field trip - the school library: (a) introduce the librarian to the children, Mrs. Davis; (b) have her show the children where the books are kept and which books are suitable for their age level; (c) give the children an opportunity to tour the library; (d) have the librarian share a filmstrip with the children; (e) allow the children time to select a book which they would like to take home with them; (f) discuss the library card with each child individually as they come to check out a book. Assist the librarian by showing them where their name, date and room number will go; (g) write the children's name on the card who are not able to write them.

3. Return to the room and make book covers for the book.

4. Remind the children to bring the books back on time so that other children will be able to check them out.

5. Book "I Want to be a Librarian" by Carla Greene.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

6. Dramatic Roleplaying - mock library - have the children take turns becoming the librarian. They may take turns stamping cards, sharing books, and returning the books to the shelves.

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: To illustrate how family relationships and activities change when mother works outside the home and to illustrate a mother's work in the home.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To recognize the vital importance of each family member.

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)

ACTIVITIES:

1. Group discussion: (a) what do mothers do? (b) why do mothers work outside the home? (c) when mother works outside the home, other family members may have to assume various roles. Dramatic role playing.

2. Discuss the duties of a mother and then have the children take turns being a mother. (a) have two children wash the baby dolls in the water play area; (b) have two children purchase the groceries from the play store; (c) have each child participate in a cooking experience; (d) have two or three children wash the desk tops. Have two children wash a window. Have two children wash the blackboard; (e) have several children clean up the home center after play.

3. Filmstrip "Women at Work"

4. Exchange roles: (a) have the fathers and the children take turns doing the mother's household duties while the mother is at work.

5. Role playing in the puppet theatre with the family members.

6. This unit would be very beneficial during the week of Mother's Day.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

7. At the conclusion of the unit the children could make a Mother's Day gift for their mother. Examples: (a) using a piece of burlap, have the children sew over the lines forming their name; (b) using clay the children could make their mothers a gift; (c) make a booklet with pictures of the household duties of a mother. Each page will be a coupon and the child will help his/her mother with one particular duty each day for about a week.

8. Filmstrip "Mothers Work Too" International Film Cooperation
   My mother works in: (a) drug store, (b) bank, (c) home

   My mother is a Waitress

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies (Public Service)

EDUCATIONAL CONCEPT: To illustrate the work done by a teacher. To encourage cooperation and sharing in a variety of situations. To give the children an opportunity to assume responsibility.

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Career Awareness

To know the jobs of school personnel.

ACTIVITIES:

1. Group discussion: (a) What does a teacher do? (b) Do you think you would like to be a teacher? (c) Can both men and women be teachers? (d) Let's see if you would like to be a teacher.

2. Appoint supervisor to various activities: Make supervisor cards for the children to wear on a specific day. (a) alphabet, color and shape bingo games; (b) completion of health drawings; (c) readiness game - matching beginning sounds in puzzle form; (d) the home center, game center, block center, and sharing center will need supervisors. Their duties will be to help other children with puzzles, games, etc., to settle arguments and emphasize sharing, to make sure that each child puts away the toys which he/she has played with before going to another center, to remind the children to change colored clothespins when changing centers, to lead the singing and prayer, to encourage each child to paint a picture of ways in which we can make the school a better place to live in, (the teacher will also be needed in this area) and to supervise the animal game.

3. Resource person - teacher. Briefly tell the children how long and where you went to college. A little of what you studied and whether or not you are happy with your career choice.

4. Introduce the Teacher Puzzle.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

5. Introduce the I Want to be a Teacher book, by Carla Greene.

6. Filmstrips McGraw-Hill Series, The School Series (Set 3) Our School Workers
   Teacher
   Troll Associates
   Teacher, The Oldest in the Class

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: To observe the work done by the farmer and his/her role in our everyday lives.

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Discussion: (a) What does a farmer do? (b) How many of you live on farms? (c) What kind of animals live on farms?
2. Field trip to a nearby farm: (a) observe the feeding of chickens, (b) observe the milking of cows, (c) observe the planting of seeds, (d) observe the various farm machinery a farmer uses.
3. Resource person - a farmer, preferably one of the fathers of the children.
4. Dramatic role playing: (a) have the children use child size tools and plant a garden. This garden could be a small vegetable garden or a flower garden to beautify the school., (b) introduce the rubber farm animals for the children to work with during free play., (c) play a pantomine game. Have one child pantomine a farm animal and have the other children guess what he/she is. Take turns.
5. Group discussion: (a) the importance of the farmer, (b) where does our food come from?
6. Game: (a) The Farmer in the Dell.
7. Master sheet - draw pictures of various vegetables which are grown on the farm

RESOURCES: (Continued)

FOLLOW-UP ACTIVITIES:

Activities Continued:

and various farm animals. Draw a farm scene and have the children draw a line between the animals and where they live and the vegetables and where they grow. Example: Corn grows on stalks; onions grow under the ground; cows live in the barn; chickens live in the chicken coop.

8. Poems "Johnny's Farm" by H. M. Adams
"A Farmer Went Trotting" by Mother Goose

9. Have the children make a farm Diorama using a shoe box. Gather natural materials such as twigs, leaves, grass, etc. Build an animal in fall diorama. Paint your sky. Use cotton balls for clouds. Let the children draw various farm animals. Decorate the animals using popcorn, macaroni, rice, cotton, etc. Cut them out and put them inside the Diorama. Keep them in the science corner for a while and examine them.

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Science (Weather)

EDUCATIONAL CONCEPT: To observe basic weather changes inherent in seasonal adjustments and to consider the work done by the weatherman.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and effect.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. Group discussion - on a day to day basis: (a) what is the weather like today?

2. Make a calendar. Leave room for a small paper doll to go within each square. Each day have the children dress the doll for the weather. (Clothes may be cut from construction paper.)

3. Introduce manikins from the Peabody Language Development Kit. Have the children dress the manikins for the weather during their free play period.

4. Weather game. Have available four shoebox lids. Draw a seasonal scene on each lid. Example: (a) child playing in the snow for winter; (b) child playing in the leaves for fall; (c) child swimming for summer; (d) child picking flowers for spring. Have available different scraps and textures of materials. Have the children cut from the material something that can be worn during each season. Example: cut wool for winter, sort fabrics according to season; cut polyester for spring, etc.

5. Make a thermometer.

6. Discuss the T.V. weatherman. Have the children watch for him/her on T.V. or listen to him/her on the radio.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

7. Resource person - local weatherman. (a) have him/her briefly discuss his/her job in reporting the weather, (b) have him/her discuss briefly the barometer man, the temperature man, the wind direction man, and the cloud man.

8. Dramatic role playing - assume the role of each person previously discussed.

9. Make a pinwheel to show wind velocity. Make pictures of clouds from cotton.

10. Observe evaporation in an aquarium.

11. Briefly discuss what produces rain.

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: To show that the work done by the fireman affects our personal lives. To acquaint the children with his/her training, his/her life style, and his/her ability to react positively in an emergency.

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To recognize that much of one's total life routine is organized around the work one does.

ACTIVITIES:

1. Group discussion: (a) what does a fireman do? (b) what tools does a fireman need to do his/her job? (c) many firemen risk their lives to save other people.
2. Display fireman posters. Introduce fireman puppets.
3. Art activity: (a) make fireman hats, (b) make cylinder fireman from construction paper, (c) make a picture from soapsuds illustrating the fireman's duties. See page 46 and 47 of Volume 11 of Childcraft.
4. Visit the fire station and talk with a fireman. (a) have the children board the cab of the firetruck two at a time. Give each child the opportunity to wear the real fireman's hat., (b) observe the fireman's gear., (c) observe where the fireman sleeps, eats, rests and goes to classes.
5. Introduce the wooden firetruck in the block center.
6. Introduce the fireman puzzle.
7. Books (a) "I Want to be a Fireman" by Carla Greene; (b) "The Little Fireman" by Margaret Wise Brown

RESOURCES: (Continued)

FOLLOW-UP ACTIVITIES:

Activities Continued:

8. Experience story: (a) ask the children to relate the fireman's duties. Record these on poster paper; (b) ask the children to relate what to do in an emergency; record.

9. Practice what to do in case of a school fire drill. Encourage the children to line up quietly, leave the room quickly and orderly. To move away from the building and to stand quietly and wait to answer their name as the roll is called.

10. Make a fire engine from a shoebox. Paint and decorate.

11. Filmstrip, McGraw-Hill Series, Community Helpers (Set 1)
    Fireman
    Troll Associates
    Hook and Ladder, The Fire Department Story

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Health

EDUCATIONAL CONCEPT: An activity to teach better health habits and to acquaint the children with the careers of the doctor and the nurse.
To encourage an appreciation of the work done by these people.
To encourage a trusting attitude toward these people.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Economic Awareness

To know that most people spend their lives serving or in the service of others.

ACTIVITIES:

1. Group discussion: (a) how do doctors help us? (b) how do nurses help us? (c) would you like to help other people in one of these ways? (d) doctors can be women and nurses can be men.
2. Cut out pictures of doctors and nurses helping others. (a) describe the action in the picture, (b) make a collage of people helping other people.
3. Books - Doctor's Tools, "Health can be Fun" by Munro Leaf, "I Want to be a Doctor" by Carla Greene, "I Want to be a Nurse" by Carla Greene.
4. Record by Hap Palmer, Health and Safety, "Germs"
5. Resource person - a doctor or a nurse. Both if possible. (a) describe implications of the medical career, (b) share tools of the trade with the children, (c) have a brief question and answer period.
6. Art - make a nurse's cap.
7. Daily health hygiene: (a) remind the children to wash their hands properly after going to the bathroom and before eating. (Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

(b) remind the children to cover their mouths when coughing and sneezing, etc.

8. Dramatic roleplaying: (a) introduce the doctor's kit and/or the nurse's kit. (b) allow the children to take turns playing each role while in the home center. The dolls will serve as very good patients. The other children may be parent, brother, sister, etc.

9. Filmstrip
McGraw-Hill Series - Community Helpers (Set 1)
Doctor

McGraw-Hill Series - Community Helpers (Set 3)
School Nurse

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Math

EDUCATIONAL CONCEPT: Each individual should recognize uniqueness and that of others.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

ACTIVITIES:

1. Group discussion: (a) describe the physical characteristics of each child. (b) mention similarities and differences. (Hair, eyes, etc.), (c) this discussion could continue over a period of time. Several children could be discussed each day for a week until everyone has had a chance to participate.

2. Silhouettes: (a) have each child lie down on a large piece of paper, (b) trace the outline of the child, (c) draw in the clothing, (d) have the child paint in the clothes, skin and features of the face.

3. Stories and Poems Learning Time with Language Experiences by Louise Binder Scott (a) Nobody Just Like Me, page 9; Identifying Me, page 11; Personal Possessions and Soft Toys, page 10; Parts of Your Body, page 12; Touching; Tall and Small, page 13; How Tall Am I?

4. Physical Education: (a) hokey pokey, (b) head, shoulders, knees and toes.

5. Have the children make their handprints in clay. Fire the prints in the kiln.

6. Measure and weigh each child. Record on charts. Draw a large giraffe poster.

7. Use different types of measurement and record the children's height in cups, straws, pencils, etc.

RESOURCES: (Continued)

FOLLOW-UP ACTIVITIES:

Activities Continued:

8. Have each child bring a photograph of himself/herself to school. Put his/her picture over his/her cubbyhole.

9. Have each child tell the other children one thing that he/she can do very well. If he/she has trouble, the teacher may think of something or ask the other children to help her/him think of something.

10. Make a "ME" book.

11. Childcraft "About Me", Volume 14 offers numerous possibilities.

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Environmental Science

EDUCATIONAL CONCEPT: To encourage an appreciation for nature and the responsibility each of us has to keep our home, school, and community a beautiful place in which to live.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To relate home and school jobs to community functions.

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Discuss the word conversation.
2. Books - "The Litter Bug versus the Neater Bug"
3. Have each child make a litter bag.
4. Take a survey of all the trash receptacles in the building.
5. Go on a trash hunt.
6. Resource person - maintenance personnel from the school. Discuss the duties of a maintenance man and have him/her describe ways we can help to keep our school clean and beautiful.
7. Art activity: Have the children paint pictures to illustrate ways in which we can beautify our surroundings.
8. Group discussion - "Trees": (a) why do we need trees? (b) what do we use trees for? (c) how would the world look without trees?
9. Field trip into the woods to further discuss the beauty of trees and the roles

RESOURCES: (Continued)

FOLLOW-UP ACTIVITIES:

Activities Continued:

which they play in our everyday lives: (a) all paper comes from trees, (b) it is important to save our trees.

10. Collect papers for the paper drive.

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Health and Safety

EDUCATIONAL CONCEPT: To acquaint the children with basic safety requirements and to introduce the policeman as a friend and a necessary component of our community.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To understand that the work a man does tells more about him/her that is significant in this culture, than any other single item of information.

ACTIVITIES:

1. Group discussion: (a) What does a policeman do? (b) How do policemen help us in our everyday lives? (c) Policemen wear uniforms and carry special tools to use in their work. (d) Policemen are our friends.
2. Game - Policeman, I have lost my child.
3. Puzzles: (a) policeman helping children across the street; (b) policeman on duty.
4. Dramatic role playing - policeman's hat, badge and ticket book.
5. Group discussion: Traffic signs and what they mean. The new signs have no words, only pictures so they should be easy for the children to comprehend.
6. Dramatic role playing: (a) traffic signs, cars, and trucks in the block center, (b) have the children take turns directing the traffic, making roadways, stearing cars, etc. (c) introduce wooden family members into the block center and have the policeman on duty stop the traffic for pedestrians, etc.
7. Art activity: Make traffic lights and explain what each color means.
8. Record - Hap Palmer, Safety Record - (a) Stop, Look, Listen; (b) Buckle Your Seat Belts

RESOURCES: (Continued)

FOLLOW-UP ACTIVITIES:

Activities Continued:

9. Resource person - policeman or policewoman. Have a question and answer period at the conclusion of the visit.

10. Field trip - (a) visit your local police station; (b) safety posters, coloring books, etc., are usually available for the asking.

11. Discuss bicycle safety.

12. Make drawings of the different aspects of a policeman's job. Discuss the importance of the policeman's job in our community.

13. Poem, Stop, Look, and Listen - Anonymous.

14. Filmstrip
McGraw-Hill Series - Community Helpers (Set 1)
Policeman

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Science (Communications)

EDUCATIONAL CONCEPT: An activity designed to enhance an awareness of services performed by specific people and to encourage an appreciation of the telephone.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)

ACTIVITIES:

1. Make telephones out of paper cups and string.
2. Group discussion: (a) how does the telephone work? (b) why do we need the telephone? (c) go home and ask your parents how many calls they made today and tell the class.
3. Using phones supplied by Southern Bell: (a) practice placing calls, (b) practice answering the telephone, (c) practice telephone courtesy
4. Encourage the children to learn their phone numbers. Teach them to dial their number.
5. Books - "Come to work with us in a telephone company" by Jean and Ned Wilkinson; "I Want to be a Telephone Lineman" by Carla Greene
6. Resource person - representative from Southern Bell (telephone lineman). Ask the representative to: (a) display his/her tools, truck and supplies, (b) explain briefly his/her duties, (c) climb a nearby telephone pole for the children, (d) make mention of the reason he/she chose this particular profession.
7. Discuss the telephone lineman's visit. Ask the children if they would like to:

RESOURCES: (Continued)

FOLLOW-UP ACTIVITIES:

Activities Continued:

(a) work outside, (b) climb telephone poles, (c) install telephones

8. Discuss the importance of the lineman's job.

9. Make rings out of colored telephone wire.

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Transportation

EDUCATIONAL CONCEPT: To stimulate an awareness of the variety of jobs available and to encourage a better understanding of the need for cooperation between people.

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction.

ACTIVITIES:

1. Filmstrip "I Want to be a Pilot"
   Book "I Want to be a Pilot" by Carla Greene

2. Group discussion: (a) what does a pilot do? (b) what does the co-pilot do? (c) what does the ground crew do? (d) what does the stewardess do? Have the children create questions about each that they would like to know. Record the question on poster paper and beside each question write a child's name.

3. Decide how we can learn the answers to our questions.

4. Field trip to the airport: (a) observe the baggage being weighed, (b) observe the baggage being unloaded, (c) board the train, (d) have the children sit down and ask the stewardess to describe her duties during the flight, (e) if possible, have the pilot talk briefly with the children about his/her duties. Tour the plane and leave.

5. Dramatic role playing: (a) introduce the large wooden airplane into the block center, (b) set the block center up as an airplane field. Make flags and have the pilot taxi the field with the help of the ground crew.

6. Make an airplane from papier-mache. Page 62 of Recipes for Art and Craft Materials by Helen Roney Sattler.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

7. Display pilot posters.

8. Check the chart to see if we have found the answers to all of our questions. If not, consult the school librarian for books which may answer our questions.

9. Book I Want To Be An Airplane Hostess by Carla Greene

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: To acquaint the children with the duties of the service station attendant.

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Group discussion: (a) where do you go to buy gas? (b) what does a gas station attendant do? (c) let's find out.
2. Filmstrips, McGraw-Hill Series - Community Helpers (Set 2) Service Station Attendant; McGraw-Hill Series, 136 M. My Dad Works In A Service Station
3. Dramatic role playing - set up the wooden gas pumps in the block center. Have the children take turns pumping gas.
4. Resource person - service station attendant. Have the attendant describe his/her duties: pumping gas, washing windshields, checking oil, putting air in tires; have the attendant briefly discuss his/her training.
5. Have the children take turns pumping up a bicycle tire.
6. Dramatic role playing: (a) using a model car, have the children take turns washing the windshield, checking oil, etc., (b) have the children put a sticker of approval on the car after it has been checked., (c) have the driver pay the attendant for the gas.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Awareness

EDUCATIONAL CONCEPT: To acquaint the children with the duties of the school principal. To encourage responsibility-to teach the relationship between cause and effect.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to solve school related problems.

To recognize and accept others decisions.

Social Awareness

To relate the similarity between the order and structure of a school environment to society at large.

ACTIVITIES:

1. McGraw-Hill Series (Set 3) Our School Principal
2. Book I Want To Be A School Principal by Carla Greene
3. Group discussion: (a) what does a principal do? (b) would you like to be a school principal? (c) why do we need rules? Who makes the school rules?
4. Resource person - school principal: (a) have the children tour the office, (b) have principal discuss his/her duties with the children, (c) have principal tell the children the importance of certain rules and how they are made to help children, (d) question and answer period.
5. Experience chart: (a) have the children discuss inside and outside safety, (b) make a list of the rules the children decide on, (c) draw a picture to illustrate each rule and display the rules in the classroom. Example: no running in the halls.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Math

EDUCATIONAL CONCEPT: To teach basic monetary value, to encourage counting one through ten and to enhance an awareness of the duties of the school secretary.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

Career Awareness

To know the jobs of home members and school personnel.

ACTIVITIES:

1. Book I Want To Be A Secretary by Eugene Baker.

2. Resource person -school secretary: (a) description of duties, (b) tour of the school office, (c) observe office machinery

3. Dramatic role playing: (a) using a toy typewriter have the children imitate typing, (b) using a pad and pencil have the children write pretend letters, (c) have each child count ten soup labels and place a rubber band around them. (School project to acquire teaching aids), (d) tell the children how much money they bring for their snack fee. Show them the dollar bill and the quarter and tell them the name and value of each. Also mention the quarter, nickel, dime and penny, (e) when the roll is called on Monday, have the children call but how much money they have brought and show the money to the class.

4. Activity: Using milk cartons have the children cut the top off and then staple them together. Put each child's picture over his/her box and have the children take turns distributing Weekly Readers, School Messages, and notes to parents in the boxes.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Health and Safety

EDUCATIONAL CONCEPT: To teach school bus safety and to acquaint the children with the duties of the school bus driver.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs of home members and school personnel.

ACTIVITIES:

1. Group discussion: (a) how many of you ride the bus to school in the morning? (b) why is it important to obey the bus driver? (c) what are some of the rules for safety for riding a school bus?: sitting in your seat, keeping hands and arms inside the window, waiting until the bus has completely stopped before loading or unloading, keeping your voice down while riding the bus., (d) what do you think are the reasons for these rules.

2. Teach the children their bus number. Draw a picture for each bus and place the number beside the picture. Have the bus driver place the picture you have drawn on the side of the bus for the first week of school. Draw a corresponding picture and card for each child with his/her name and bus number. Pin the card to the child's shirt.

3. Song "The People On The Bus"

4. Resource person - school bus driver: (a) have the driver relate basic safety rules riding the bus and the reasons for the rules, (b) have the children board the school bus, (c) question and answer period.

5. Filmstrips, McGraw-Hill Series - Community Helpers (Set 1), Bus Driver
McGraw-Hill Series - Our School Workers (Set 3), Bus Driver

RESOURCES

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Self Awareness

EDUCATIONAL CONCEPT: To encourage a better understanding of feelings and to help the children in developing a unique self identity and a positive self concept.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes and aspirations.

Attitudes & Appreciations

To understand the importance of each individual in the function of the home and family unit as well as the school or social setting.

ACTIVITIES:

1. Self Awareness Program
   Focus on Self Development Stage One Awareness
   Developed by Judith L. Anderson, Carole J. Lang, Virginia R. Scott

2. Unit includes filmstrips, cassettes, and activities designed to enhance awareness of one's self.
   Topics Include
   Physical Attributes of Self
   The Intellectual Self
   The Emotional Self
   The Social Self
   Awareness of the environment through hearing, seeing, smelling, and tasting.

3. My children were particularly delighted with these:
   Filmstrips and cassettes
   Sometimes I Wonder - Part 1 and 2
   The Parade
   Magic Glasses
   Judy's Ups and Downs
   Circle of Feelings
4. I consider this unit a must for every pre-school teacher.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: To enhance the child's creativeness and to make him/her aware of the many possibilities assesible in creating.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know and practice the components of the decision making process.
1. Identify problem or situation.
2. Consider alternatives.
3. Consider consequences of alternatives.
4. Select the best alternative.
5. Implement the best alternative.
6. Evaluate the results.

ACTIVITIES:

1. Group discussion: (a) what does a florist do? (b) have you ever received flowers? (c) what are some of the occasions that people send other people flowers? Christmas, Mother's Day, Valentine Day, birthdays, Halloween, Easter, etc., to show someone you love them, to make someone happy, to tell someone you hope they get well soon.

2. Art activity: Let's be florists and make a special flower arrangement for someone who is very special to us. I will show you sample flowers that I have made in many different ways. We can experience each way together and then we can decide which way we would like to make our own arrangement.

   Book Recipes for Art and Craft Materials by Helen Roney Sattler.
   (a) tissue paper flowers
   (b) pasted paper layers, page 63
   (c) flower preservative with cornmeal, page 112
   (d) flower preservative with borax, page 113
   (e) flower preservative with sand, page 114 and 115

3. Have a flower showing. Invite other classes to view our flowers.

4. Take the flower arrangement home and give it to that very special person.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Music

EDUCATIONAL CONCEPT: To illustrate the many job possibilities of the musician.
To teach rhythm and enhance an awareness of musical mood.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that an individual must be adaptable in a changing society.

Decision Making

To be knowledgeable about the flexibility of career decisions.

ACTIVITIES:

1. Book "I Want To Be A Musician" by Carla Greene
2. Make: (a) sandblock out of sandpaper and wooden blocks, (b) rhythm sticks from rolled up newspaper, (c) drums from empty tin cans and canvas, (d) shakers from paper plates and popcorn kernels.
3. Using rhythm sticks, have the children create background for simple rhythm songs like Hap Palmer's "The Elephant."
4. Discuss the hard work and the long hours involved in becoming a musician.
5. Record and game "Let's Hide the Tambourine" by Hap Palmer.
6. Resource person - the school music teacher: (a) arrange for the children to go with the first grade during one of their music lessons, (b) Have music teacher discuss with the children the implications of his/her job, (c) have music teacher teach the children a new song and then sing the song later as a follow-up with the children.
7. Group discussion: (a) discuss what the school music teacher does, (b) discuss what the music teacher who works at her home does, (c) discuss the musicians

RESOURCES: (Continued)

FOLLOW-UP ACTIVITIES:

Activities Continued:

that play in a band and in parades, (d) compare the four jobs that a musician may hold.

8. Have the children create their own songs.

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: To demonstrate newscasting and the duties of the job. To encourage better understanding between parents and school and children and parents.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To realize that work means different things to different individuals.

ACTIVITIES:

1. Bulletin board - Room news
   (a) Pictures of new brothers and sisters, (b) pictures of new pets, (c) vacation photographs.
2. Remind the children to watch the newscaster on television.
3. Once a week have the children draw a picture of news which they would like to share.
4. Appoint a newscaster for each day to report the news during sharing time.
5. Once a month have the children dictate the activities in which they have participated during that month. Any special events, field trips, visits from resource people should be mentioned. When the class is satisfied with the body of the letter the teacher may want to type the letter, mimeograph copies and distribute to the parents. This letter could serve as a new link to understanding between parents and staff. It will also interest the parents in the activities of their children.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: To familiarize students with the work done by postal workers and to teach letter writing skills.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Group discussion: (a) letters, bills, birthday cards, etc., (b) have you ever received a letter? (c) how did it get to your house? (d) have you ever sent a letter to someone? (e) let's mail a letter to our own Kindergarten class, (f) what will we need to say first, second, etc.
2. Write a letter, brief body, as the class dictates.
3. Consider the following points: (a) address, (b) stamp (cost and placement), (c) zip code, (d) return address, (e) length of time needed for a reply.
4. Field trip to the local post office.
5. Resource person - post mistress: (a) mail the letter, (b) have the post mistress describe her duties briefly and explain what happens to letters when they are mailed.
6. Books "The True Book of Our Post Office and It's Helpers"; "I Want To Be A Postman" by Carla Greene
7. Community Helpers Guessing Game

RESOURCES: (Continued on Reverse Page)

FOLLOW-UP ACTIVITIES:

Activities Continued:

8. Open the letter when it is received and read it to the class. Discuss the postmark.

9. Dramatic role playing: mock post office, have the children take turns mailing letters, placing stamps, delivering letters and selling stamps.

10. Filmstrip
McGraw-Hill Series - Community Helpers (Set 1)
Mailman

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: An activity to acquaint students with the work done by the social worker and the many ways we can help others who are less fortunate than ourselves.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

ACTIVITIES:

1. Resource person - district social worker: (a) brief explanation of his/her job and the way in which he/she helps other people, (b) suggestions of ways in which we could help others.
2. Group project: (a) have the children bring clothes and toys which they have outgrown for a needy family, (b) if possible, have the children bring can goods.
3. Special notes and letters would also serve in bringing sunshine into another's world.
4. Deliver the gathered items along with the notes.
5. Discuss the "good" feeling we experienced while sharing with others.
6. Make arrangements for a visit to a nearby nursing home prior to the Christmas holidays and sing Christmas carols.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: Kindergarten

SUBJECT: Social Studies and Math

EDUCATIONAL CONCEPT: An activity to familiarize the students with the work done by lunchroom worker and supervisors.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the importance of each individual in the function of the home and family unit as well as the school or social setting.

Career Awareness

To know the jobs of home members and school personnel.

ACTIVITIES:

1. Discussion of good manners while in the lunchroom. Use of phrases like (thank you, you are welcome, please pass the, excuse me, etc.)
2. Make posters of: (a) the food grumbler, (b) Suzy the sloucher, (c) give me grab bird, (d) messy monster.
3. Group discussion : (a) who prepares our food? (b) who decides what foods are good for us?
4. Resource person - the food supervisor
5. Make a food collage of foods that are good for us.
6. While in the lunchroom, appoint leaders to count and pass out napkins, straws, milks, etc. One to one correspondence.
7. Tour the kitchen, cooking and storage area.
8. Observe the assembly line procedure.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

9. Cooking experience: Making cookies, adding ingredients, rolling into balls, greasing trays, placing on trays, adding nuts, coconut, etc. Assembly line procedure.

10. Record Hap Palmer "Alice's Restaurant"

11. Health Can be Fun by Munroe Leaf

GRADES 1 – 6
ART

GRADE OR IGE UNIT: 1 - 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To help individuals understand the need to make decisions.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

1) To recognize that all decisions made have a cause and an effect.
2) To possess self knowledge when making realistic life choices.

ACTIVITIES:

Do two art activities:

I. Art project giving the child only specific materials. The child must follow directions - No variations.

II. Do a second project giving the child a choice of materials and a choice as to how he would like to do a project.

Example: (Early Grades)

1. Cut out pre-drawn shapes for specific face.

2. Give paper and let them go.

RESOURCES: Construction paper, scissors, glue.

FOLLOW-UP ACTIVITIES:

Discuss the differences of the two ways of doing a project. How does this relate to activities in life?

GRADE OR IGE UNIT: 2, 3

SUBJECT: Art

EDUCATIONAL CONCEPT: Acquaint individuals with occupations within his community that contribute to his well-being.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to cope with the consequences of personal decisions.

To apply the decision making process to the study and selection of careers.

Career Awareness

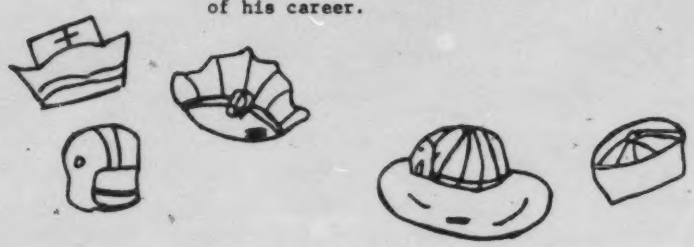
To know the jobs necessary to maintain the community.

ACTIVITIES:

I. Make a class mural: Develop a mural of all community helpers who are sometimes called into the home or to provide services.

Paint a mural or add construction paper cutouts to a painted background. Let each child choose a common helper.

II. Salt Box Helpers: Cover salt box with paper or paint. Make features of construction paper, yarn for hair, etc. Give each a HAT of his career.



RESOURCES: Mural: butcher paper, paint, construction paper, glue, scissors
Salt Box Helpers: salt boxes, construction paper, glue, scissors

FOLLOW-UP ACTIVITIES:

Have various speakers come in (fireman, policeman, mailman, doctor, etc.)
Make community helper puppets.

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GRADE OR IGE UNIT: 4, 5, 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To explore the need for varied leisure activities that add to personal significance.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Decision Making

To apply the decision making process to home and social problems.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To know society provides rewards for work.

ACTIVITIES:

1. Discuss home crafts as weaving, rug making, quilting, carpentry, etc.

2. Do some stitchery

Teach simple stitches: --- running, backstitch, satin stitch, outline stitch, cross stitch.

Draw design with chalk on burlap.
Sew!
Appliques can be done too.

RESOURCES:

(1) Stitchery: burlap, yarn, large needles, material scraps (optional); chalk; dowel sticks for display.
(2) Books on stitchery from your library.

FOLLOW-UP ACTIVITIES:

Visit a craft shop or go to a craft show. Crafted people may come in and talk to your class.

GRADE OR IGE UNIT: 5 - 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To acquaint children with careers available in newspaper industry.

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To know that most people spend their lives serving or in the service of others.

ACTIVITIES:

1. Print-making
   1) Potato Printing
   2) Styrofoam Printing
   3) String Printing
   4) Cardboard Printing
2. Cartoon Development:
   - Create a cartoon section of newspaper or
   - Make paper mache' cartoon characters
3. Visit newspaper.

RESOURCES: Visit newspaper
Materials for printing (use tempera or printing ink)

FOLLOW-UP ACTIVITIES:

66

GRADE OR IGE UNIT: 4, 5, 6

SUBJECT: Art

EDUCATIONAL CONCEPT: Introduce weaving technique as a hobby and its use in textile mills.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self-perception of an individual's abilities as they relate to career choices.

Decision Making

To recognize that all decisions made have a cause and an effect.

Career Awareness

To realize that geographical location determines the kinds of work found therein.

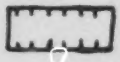
To realize hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Paper weave.

2. Cardboard/Yarn weaving

Make a cardboard loom. Discuss warp and weft. Try to get the children to follow a pattern when they begin weaving.

Loom:  Cut desired size of cardboard. Cut slits in two opposite sides - equal.

Run string in and out of slits. Be sure there are no vertical strings on back. Tie end strings.

With yarn, weave a design. (substitute: ribbons, rick rack, reeds, etc.)
When no more can be woven in loom, remove from cardboard.

RESOURCES: Weaving Without A Loom by Sarita Rainey
Poster board, string, scissors, yarn

FOLLOW-UP ACTIVITIES:

Visit a textile mill

GRADE OR IGE UNIT: 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To develop awareness of ceramics as hobby and a career.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Work with clay - free form (fire and glaze).
2. Visit a ceramic shop - see kiln firing procedure.
3. Work with clay from molds (often a ceramic shop will give children small molds and glaze).

RESOURCES: Ceramic Shop - clay, glaze
Show films on pottery.

FOLLOW-UP ACTIVITIES:

Find books in library on ceramics, Indian pottery.

68

GRADE OR IGE UNIT: 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To develop knowledge and appreciation of how books are made.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school prepare a student for a life of work.

Career Awareness

To understand the relationship between attitudes and values and different careers.

Social Awareness

To realize that an individual's work affects his/her standard of living.

ACTIVITIES:

1. Story telling.
2. Discuss book illustrations.

   Take a poem and draw own illustrations.
3. Find different types of illustrations and discuss how they are made.

   Example: Jack Keats uses collage - A Snowy Day
4. Do collages.

   Do linoleum block cuts.

   Do simple printing techniques as potato printing, styrofoam prints.

RESOURCES: Various books. Printing Ink - styrofoam meat trays make good printing forms; linoleum blocks and cutters; paper to print on.

FOLLOW-UP ACTIVITIES:

Visit a printer.

GRADE OR IGE UNIT: 6

SUBJECT: Art

EDUCATIONAL CONCEPT: Study colors (their affect of us and our environment)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

Decision Making

To recognize that all decisions made have a cause and an effect.

ACTIVITIES:

1. Introduce colors. How they affect us. Warm and cool colors. Primary colors. (mix to show other colors)
2. With construction paper show how colors affect other colors.
   Example: Take 1" grey squares. Glue on different colored 3" squares. See the affects.
3. Have an Interior Decorator come in and talk about colors and moods.

RESOURCES:

Construction paper, scissors, glue
Paints - Interior Decorator

FOLLOW-UP ACTIVITIES:

70

GRADE OR IGE UNIT: 5 - 6

SUBJECT: Art

EDUCATIONAL CONCEPT: Develop self-expressive skills in organizing materials

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To realize workers need some kind of special training and knowledge for most jobs.

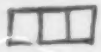
Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Have a commercial artist come talk.
2. Make a collage from magazines to sell an item.
3. Make posters to advertise products.
4. Discuss designs and layouts.
   Make informal and formal compositions.

informal


formal

informal

(Informal - not equal on both sides of composition)

RESOURCES: Books on design
Poster board, construction paper, glue, magazines, scissors

FOLLOW-UP ACTIVITIES:

Discuss bill boards and the designs used to advertise.

71

GRADE OR IGE UNIT: 1

SUBJECT: Art

EDUCATIONAL CONCEPT: Acquaint children with the zoo keeper and his/her job.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Discuss jobs of zoo keeper.
2. Visit a zoo.
3. Make favorite zoo animals:
    1. Meat Tray Zoo
       Draw animal - color and glue on meat tray - string yarn over front of tray to make cage.
    2. Animal puppets from paper bags.
    3. Tempera painting.

RESOURCES: Styrofoam meat trays, black yarn, manila drawing paper, crayons, scissors, glue.
Paper bags - puppets; Tempera - drawing paper

FOLLOW-UP ACTIVITIES:

Write a story about trip to zoo. Read books on animals in the zoo.

GRADE OR IGE UNIT: 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To acquaint them with a career in the paint store.

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Visit a paint store.
2. Do a project of Mixing of Colors (primary and secondary colors)
3. Make a color wheel from colors cut from magazine pages.

RESOURCES: Tempera paint, jars for mixing
Magazines, glue, scissors

FOLLOW-UP ACTIVITIES:

Let children take turns mixing paint for future art projects.

GRADE OR IGE UNIT: 1 - 2

SUBJECT: Art

EDUCATIONAL CONCEPT: Present duties of fireman to elementary children

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Discuss duties of the FIREMAN.
   1) Operates equipment.
   2) Puts out fires.
   3) Teach fire safety and prevention.
2. Visit Fire Department.
3. Make firetrucks from large boxes.
4. Paint a mural of firemen at work.

RESOURCES: Have fireman talk to class or visit fire station.
Boxes, paint, butcher paper

FOLLOW-UP ACTIVITIES:

Check out books from library on firemen.

GRADE OR IGE UNIT: 1

SUBJECT: Art

EDUCATIONAL CONCEPT: To allow children the opportunity to use scissors.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To know that most people spend their lives serving or in the service of others.

ACTIVITIES:

1. Construct a bulletin board.
2. Bring magazines - cut pictures out that show people working.
3. Make a collage of the pictures. PEOPLE AT WORK

RESOURCES: scissors, magazines, glue

FOLLOW-UP ACTIVITIES:

Do other art activities that allow children to cut with scissors. Make community helper puppets from construction paper.

GRADE OR IGE UNIT: 5 - 6

SUBJECT: Art

EDUCATIONAL CONCEPT: Help children become aware of the different occupations that relate to his/her main interests.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Decision Making

To apply the decision making process to the study and selection of careers.

Educational Awareness

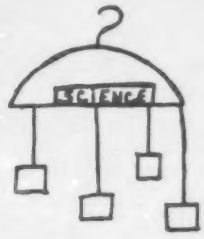
To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

1. Start with child's interest - develop an occupational cluster around interest.
2. Cut out magazine examples or draw pictures to illustrate careers.
3. Using these create a mobile with yarn.



RESOURCES: magazines, glue, construction paper, yarn

FOLLOW-UP ACTIVITIES:

Write stories on "I want to be a _____ because"

GRADE OR IGE UNIT: 4

SUBJECT: Art

EDUCATIONAL CONCEPT: Present careers available in transportation

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Social Awareness

To realize that an individual's work affects his/her standard of living.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Visit transportation centers as airport, bus station, train depot.
2. Paint a mural of types of transportation.
3. Make a mobile of various systems of transportation.

Example: Boats

toothpicks

walnut shells

RESOURCES: Materials for mural - paint, butcher paper
Mobiles: yarn, coat hangers, materials for desired mobile.

FOLLOW-UP ACTIVITIES:

Show films on transportation; Write experience stories.

GRADE OR IGE UNIT: 5

SUBJECT: Art

EDUCATIONAL CONCEPT: Make child aware of his/her environment

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Discuss environmental careers: Example: (forest rangers, nursery workers, employees of fish hatcheries, scientists)
2. Take a nature hike. Collect leaves, bark, rocks, etc.
3. Make a collage of leaves, bark, etc. Make a rubbing of leaves (newsprint over back of leaf - rub crayon over - veins appear)
   Make leaf into something.

RESOURCES: Paper, glue, crayons, newsprint. (Rubbings can be done on tissue paper.)

FOLLOW-UP ACTIVITIES:

Read books aloud about forest rangers, etc.

GRADE OR IGE UNIT: 5 - 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To develop the child's awareness of the variety of occupations pictured in magazines.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

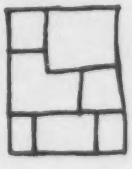
To realize that society is dependent upon the work of many people.

Economic Awareness

To know that most people spend their lives serving or in the service of others.

ACTIVITIES:

1. Discuss occupations in the community.
2. Look through magazines. Cut out pictures of people working.
3. Arrange on tagboard. Divide each with black strips of paper.



RESOURCES: magazines, scissors, tagboard, glue, black construction paper

FOLLOW-UP ACTIVITIES:

Have various workers come in and talk.

GRADE OR IGE UNIT: 5

SUBJECT: Art

EDUCATIONAL CONCEPT: To review colors and basic shapes by composing a picture with a preconceived idea of objects.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

ACTIVITIES:

1. Discuss different kinds of fruit. Name those not so common as nectarines, pomegranates.
2. Discuss the taste, shape, color and their comparisons in size. Arrange them on a piece of paper such as in a bowl. Fruit may be cut from construction paper or colored.

RESOURCES: construction paper, crayons, scissors

FOLLOW-UP ACTIVITIES:

Make a mobile using a preconceived idea of objects (remember shapes and colors.)

GRADE OR IGE UNIT: 4, 5, 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To create self expression by emphasizing the importance of painting to students.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Decision Making

To be competent in the verbal and written analysis of alternatives.

Educational Awareness

To learn that human relations skills (e.g., communication) are as necessary as computational skills.

ACTIVITIES:

1. Discuss the importance of paintings (understanding through pictures). When people could not read or write, with imagination they could paint pictures as on cave walls.
2. Have class draw a series of pictures to explain something. Let others read pictures.
3. Watercolor painting
   (Pass out paper. Discuss painting with watercolors.) Music helps children relax. Praise creativity and individuality.

RESOURCES: Watercolors - brushes, drawing paper, water pans, newspaper

FOLLOW-UP ACTIVITIES:

Research library books - find cave drawings.

81

GRADE OR IGE UNIT: 1 - 6

SUBJECT: Art

EDUCATIONAL CONCEPT: To acquaint individuals with their environment (individual and environmental affects)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for their own actions.
To be aware of individual capabilities and limitations.

Decision Making

To recognize all decisions have a cause and an effect.

Social Awareness

To appreciate the fact the customs, traditions and attitudes of society affect the world of work.

ACTIVITIES:

1. Puppetry: Make puppets that can be used in a puppet show.
   1) Stick puppets (gr. 1 - 6)
   2) Sock puppets (gr. 2 - 4)
   3) Paper bag puppets (gr. 1 - 3)
   4) Papier mache' puppet heads - material clothes (gr. 5 - 6)
2. Puppet Show: Act out stories, depicting responsible and irresponsible actions.

RESOURCES: Materials for desired type of puppet - scissors, glue, paper scraps, yarn

FOLLOW-UP ACTIVITIES:

Have an older class come in and give a puppet show or role play how actions affect themselves and others. Often nearby colleges put on puppet shows.

GRADE 1

83

GRADE OR IGE UNIT: 1

SUBJECT: Social Science - Reading/Language Arts

EDUCATIONAL CONCEPT: Review career opportunities

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

Review and re-emphasize various careers studied.

ACTIVITIES:

1. Guess career when information is given in a riddle. This is a fun-time activity for the end of the year to review the careers that your class worked with during the year.
2. Write the riddles on tagboard and cover with contact paper for lasting value.

RESOURCES:

FOLLOW-UP ACTIVITIES:

January Productions - career kaleidoscope (primary), five filmstrips, five cassettes with teacher's guide covering variety of jobs.

Career Education Riddles

1. My job is to help people keep their homes clean. I wash and iron and vacuum and often take care of the children. (maid)

2. I make ladies beautiful by using hair pins and curlers. (beautician)

3. I am the person who makes it possible for you to read books, magazines and newspapers. (printer)

4. I get up early in the morning and bring news to homes. (newspaper boy)

5. I take orders and carry trays and serve different kinds of foods. (waitress)

6. I work outside. I plant, sow, rake and take care of animals. (farmer)

GRADE OR IGE UNIT: 1

SUBJECT: Language Arts/Health

EDUCATIONAL CONCEPT: Each child learns to recognize his uniqueness and that of others.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

Be aware of interests, aptitudes and abilities.

Attitudes & Appreciations

To understand the value of each individual.

Social Awareness

To be able to accept constructive criticism and to assume responsibility.

ACTIVITIES:

1. Body silhouettes (use large paper and trace the child's frame - "People Your Room" for open house).
2. Paint costumes of what they might aspire to be - occupations to explore those with uniform or special tools.
3. Oral discussion of physical characteristics.

RESOURCES: Learning Tree Filmstrip: "You're The Only You" (4 films with cassettes)

FOLLOW-UP ACTIVITIES:

Art Activity - draw a picture of "Me" - compare differences and likenesses among classmates.

GRADE OR IGE UNIT: 1

SUBJECT: Social Science

EDUCATIONAL CONCEPT: Value of working with others

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

Cooperation is vital in all careers and needed for completion of a task.

Social Awareness

To know that society depends on the cooperation of others.

ACTIVITIES:

1. Discuss hospital or large department where workers work together for common goal. Examine schools where all teachers and workers are attempting to reach each child's learning needs.

2. List ways we work together in our classroom.

RESOURCES: Imperial - "People at Work", Set I (filmstrip)

FOLLOW-UP ACTIVITIES:

Experience story about working with others. Discuss with class the sad plight if we worked totally independent of others.

GRADE OR IGE UNIT: 1

SUBJECT: Planning and Decision Making

EDUCATIONAL CONCEPT: Effective planning and decision making requires knowledge and exploratory experiences.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

Be aware that we are responsible for our decisions.

Decision Making

Understand the need for decisions and the decision making process.

Social Awareness

To realize that society is dependent on decisions made by others

ACTIVITIES:

1. Draw the school floor plan on tagboard and chart the fire drill route, route for your class to the library, and to the cafeteria. Have your principal explain to the class the safety reasons behind those decisions made for us.
2. Choice of two projects (art) for class (each child must decide which project he/she will participate in and be a good sport regardless of wanting to change his/her decision later).
3. Use picture cards to organize the story in sequence.
4. Shopping in class store with a given amount to spend.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Create an experienc. story about decisions first graders make.

GRADE OR IGE UNIT: 1

SUBJECT: Language Arts

EDUCATIONAL CONCEPT: Communication Skills

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

Child is aware that basic skills are needed in all fields of work.

Career Awareness

Develop awareness of various careers.

ACTIVITIES:

1. Each child creates a pantomine activity to describe his/her parent's career. This activity is ideal for the first of the year with first graders as it develops their communication skills and enables them to develop an interest and awareness of various careers that will be covered in greater depth later.

RESOURCES: Instructo - "When I Grow Up, I Want To Be . . . " (flannel board activity)

FOLLOW-UP ACTIVITIES:

Develop discussion about careers - training needed, hours involved in job, working with others.

GRADE OR IGE UNIT: 1

SUBJECT: Science, Math, Social Studies

EDUCATIONAL CONCEPT: Leisure and work can be interrelated.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

Individual capable of identifying leisure time activities.

Attitudes & Appreciations

Individual aware of the values of work and leisure activities.

Social Awareness

Individual aware of the need for cooperation in completion of tasks.

ACTIVITIES:

Learning Activity for Class - "Making Ice Cream"

2 cups milk
4 cups heavy cream — Serves 12
1 cup sugar
1/4 tsp. salt
1 tsp. vanilla

Place mixture in ice cream container and take turns turning.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Investigate various leisure activities (i.e., tennis, sailing, painting, and biking) and stimulate an awareness for first graders that leisure activities depend on and are related to work.

GRADE OR IGE UNIT: 1

SUBJECT: Social Science

EDUCATIONAL CONCEPT: Helpers Dentist
Be familiar with career

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Value of the career.

Educational Awareness

Skills and training that are needed.

Career Awareness

Awareness of the career.

ACTIVITIES:

1. A local dentist visited our class and explained his/her work. The children were invited to ask questions after Dr. Brooks explained the value of taking care of our teeth.

RESOURCES: Filmstrip: "The Dentist"
McGraw-Hill - Community Helpers Set II (primary level)

FOLLOW-UP ACTIVITIES:

Art - pictures of "A Visit to the Dentist".

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GRADE OR IGE UNIT: 1

SUBJECT: Social Science

EDUCATIONAL CONCEPT: Helpers - The Nurse
Be aware of the career and its value to us.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Be aware of the value of the career.

Educational Awareness

Training necessary to become a nurse.

Career Awareness

Duties and rewards of being a nurse.

ACTIVITIES:

1. Nurse visits classroom.

   Explain why shots needed prior to entering first grade.

   Importance of visiting a doctor and nurse or health department.

   Explain her/his duties. How she/he works with the doctor and others.

RESOURCES: Filmstrip: "The School Nurse", My Friend, The Doctor by Sylvia Testor
Filmstrip: (SVE Set #II) "Doctor's Office Workers"

FOLLOW-UP ACTIVITIES:

Compile "Community Helpers" booklet on all the various helpers - each student does a drawing of the various careers.

GRADE OR IGE UNIT: 1

SUBJECT: Social Science

EDUCATIONAL CONCEPT: Health Service - Ambulance
To become aware of services provided by an ambulance.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

Be aware of individual capabilities in regard to demands of this career.

Attitudes & Appreciations

Appreciation of this public service.

Educational Awareness

Training and skills needed for this career.

Career Awareness

Become familiar with ambulance attendant job.

ACTIVITIES:

Learning Activity:

Contact ambulance service to visit school.

Become aware of special training needed by ambulance attendant, equipment used by ambulance attendant and discuss personality characteristics needed (not easily excited, quick thinking, and does not mind the site of blood and serious wounds).

Preface this activity with a discussion to prepare class for what they will see and hear.

RESOURCES: Filmstrip (SFS #II) Health Services

FOLLOW-UP ACTIVITIES:

Weekly Reader - Health Career Pictures
Guidance Association - Careers in Health

GRADE OR IGE UNIT: 1

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Community Helpers - Policemen
Be aware of duties of public servants and cultivate an appreciation for those services.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Be aware of services provided by Community Helpers and appreciate their service.

Career Awareness

Be aware of the duties of public servants and how we can help them serve.

ACTIVITIES:

1. Have a policeman visit class.

   a. Art activity: Make thumb prints using tempra paint and view them with a magnifying glass.
   b. Art activity: Cut-out police badges.
   c. Make mobiles of safety signs.

2. Help children learn their:

   Full name
   Address
   Telephone number

   Tape for class when everyone knows the information.

RESOURCES: Filmstrip: (SFS #II) Public Services, My Friend, The Policeman - Sylvia Testor; Filmstrip: "The Policeman"

FOLLOW-UP ACTIVITIES:

Make (class project) mural showing policeman's duties: direct traffic, patrols streets, arrest violators, investigates crime, offers first aid.

GRADE OR IGE UNIT: 1

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Community Helpers - Postman
Develop awareness of the duties of a postman and an appreciation of services rendered to.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Develop an appreciation of the postman and his/her services.

Educational Awareness

Skills and training necessary.

Career Awareness

Become familiar wit this career.

ACTIVITIES:

1. Postman visited our school and showed a film about the postal services and the value of zip codes.
2. We followed that activity with class discussions, films and books on postman.

RESOURCES: Filmstrip: "The Mailman"
SVE - Postal Helpers (8 picture study prints)

FOLLOW-UP ACTIVITIES:

Art: Create a postman with construction paper and paste.

GRADE OR IGE UNIT: 1

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: "The Firemen"
Be aware of the duties of public servants and appreciate their services.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Develop an appreciation for the services rendered by firemen.

Educational Awareness

Training and skills needed to become a fireman.

Career Awareness

Duties and rewards of this career.

Social Awareness

Rewards provided by society for firemen.

ACTIVITIES:

1. Firemen and their truck visits school (for benefit of all first graders).
2. Use various forms of media to develop an awareness and appreciation of the fireman's duties, responsibilities and the rewards from his/her job.
3. Art activity

RESOURCES: Filmstrip: (SVE Set #12) Fire Department Workers
Troll Association - People Who Help Our Community (primary level)
My Friend, The Fireman by Sylvia Testor (David C. Cook Publishing Co.)
(A show and tell book)

FOLLOW-UP ACTIVITIES:

Art activity - make fire engines with shoe boxes and tempra paint.

GRADE OR IGE UNIT: 1

SUBJECT: Social Science

EDUCATIONAL CONCEPT: Community/School Helpers
Familiarize child with non-teaching people in the school.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Understand importance and function of these jobs in school.

Educational Awareness

Training and/or skills needed.

Career Awareness

Non-teaching careers found in school situation.

Social Awareness

Understand need for cooperation among workers.

ACTIVITIES:

1. Use books and filmstrips to preface this learning experience. Develop background knowledge of the jobs of secretary, custodian, coordinators, school nurse, principal, etc.
2. Have various non-teaching people visit class and explain their career - the responsibility and rewards.
3. Relate how all jobs in school depend on one another.

RESOURCES: Films: "The Principal", "The Custodian and the Bus Driver". "Our School Workers"

FOLLOW-UP ACTIVITIES:

Class discussion: How are non-teaching jobs different from classroom teacher's job and what do you think would happen if these people stopped their jobs?

GRADE OR IGE UNIT: 1

SUBJECT: Reading

EDUCATIONAL CONCEPT: Library
Appreciate and be familiar with the services of the public library and school library.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Value of learning to read. Appreciation of the library.

Educational Awareness

Skills and training needed to become a librarian.

Career Awareness

Duties of a librarian.

ACTIVITIES:

1. Visit a local library. Librarian introduces class to the library and procedures. The class enjoys a special "Story Hour". Each child received a library card for use in the public library.

2. School librarian visits classroom to discuss her/his job and how to use and enjoy the library.

RESOURCES: Films: (SVE Set #11) "Library Workers"
Troll Association - Community Helpers (primary) "A Trip to the Library"
Troll Association - "Taking A Trip With a Book"

FOLLOW-UP ACTIVITIES:

Use of school library each week.

GRADE OR IGE UNIT: 1

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: School Bus Safety
Become familiar with safety and the duties of the school bus driver.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

Understand everyone is responsible for their own actions.

Attitudes & Appreciations

Appreciation for the job performed by the bus driver.

Educational Awareness

Training needed.

Career Awareness

Be familiar with school bus driver's duties.

ACTIVITIES:

1. At the beginning of the school year use this project for career awareness and safety. Have films and stories to give class an understanding of the need for safety measures.
2. Bus driver to speak to class on the duties, responsibilities of his/her job.

RESOURCES: Filmstrip - "The Bus Driver"

FOLLOW-UP ACTIVITIES:

Art: paint school bus showing positive behavior and safety rules.

GRADE OR IGE UNIT: 1

SUBJECT: Science

EDUCATIONAL CONCEPT: Animals
Explore duties of veterinarian

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Understand the need for veterinarians.

Career Awareness

Become familiar with veterinarian and his/her duties and services.

Social Awareness

To know rewards of a veterinarian's work.

Economic Awareness

Monetary exchange for service rendered.

ACTIVITIES:

1. Veterinarian visits class

   a. Discusses his/her duties.
   b. Training needed to become veterinarian.
   c. Rewards of being a veterinarian.
   d. Explain basic tools used in treating animals.
   e. Explain how we can help take better care of our pets.

RESOURCES: Filmstrip: "What Animals Need", "How Animals Are Alike"

FOLLOW-UP ACTIVITIES:

Students bring pictures or pet to class and share ideas on how to care for animals as the veterinarian suggested.

GRADE OR IGE UNIT: 1

SUBJECT: Science

EDUCATIONAL CONCEPT: Animals and Food
Understand the careers and duties related to the food processing of farm products.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Understand the importance of the farmer and his/her tasks for society.

Career Awareness

To know the jobs of a farmer and food processors.

Social Awareness

Society is dependent upon the work of many.

Economic Awareness

System of exchange of goods and service.

ACTIVITIES:

1. Class to visit local dairy farm. Farmer talks to class regarding his/her duties and the responsibility to his/her animals.

2. Dairy representative to speak to class on their jobs to get the milk and other products ready for the grocery store. (If possible, visit a dairy to see the various processes in actions.)

RESOURCES: Films: Animal World Series: "How Animals Use Their Senses"
Long Filmslide Service - Farm Fathers (elementary level), (SVE)
"The Foods We Eat", Eye Gate "Animals on the Farm", David C. Cook -
"A Trip to the Farm" (pictures and resource sheets)
Eye Gate - "Where Does It Come From" (description of production, processing, and delivery of food products), Singer - "Dairy Helpers" (study prints)

FOLLOW-UP ACTIVITIES:

Art - paint a mural on farm life and farm products.

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GRADE OR IGE UNIT: 1

SUBJECT: Social Science

EDUCATIONAL CONCEPT: Animals found in a zoo
Development of an awareness for careers related to the operation of a zoo.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

Be familiar with zoo keeper's duties and responsibilities.

Social Awareness

To realize that the animals and community are dependent on zoo keeper's work.

ACTIVITIES:

1. Visit local zoo.
   a. Zoo keeper explains his/her job.
   b. Examine zoo grounds and animals.
2. Make paper bag puppets of various animals found in zoo.
3. Make animals out of construction paper, paste on white meat tray and use black yarn to create the bars on the animal's cage.

RESOURCES: Cleveland Park Zoo - Greenville, S. C.

FOLLOW-UP ACTIVITIES:

Art activity - create animals (#3 under activities) after visiting the zoo.

GRADE OR IGE UNIT: 1

SUBJECT: Science

EDUCATIONAL CONCEPT: Weather
Understand weather and the careers involved with weather observation.

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

Skills needed to perform this career.

Career Awareness

Become familiar with careers related to study of weather.

Social Awareness

Be aware of how weather affects society.

ACTIVITIES:

1. Use films, books, concept - story cards to preface this unit.
2. Visit weather station, if possible, or have T.V. weatherman visit class and explain his/her tasks. Where he/she gets his/her information.
3. Class weather team reports weather for a month to conclude study.

RESOURCES: Filmstrip: "The Busy Wind, Our Invisible Friend"; "Wake-up, Mr. Bear"; Troll Assoc. - "The World Below Us"; Eye Gate - Fundamental Elements of Weather

FOLLOW-UP ACTIVITIES:

Give students the opportunity to assume some roles of a weatherman: keep a chart of weather for a month to be reported by a weather team (barometer man, temperature man, cloud man, sunshine man, etc.).

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GRADE OR IGE UNIT: 1

SUBJECT: Ecology/Science

EDUCATIONAL CONCEPT: "Keep America Beautiful"
As human beings we are the earth's custodians.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

Examine our individual responsibility to "keep America beautiful".

Attitudes & Appreciations

Develop positive attitude with regard to pollution control.

Career Awareness

Investigate careers needed to control pollution.

Economic Awareness

Become aware of the vast dollars needed to control our waste and pollution.

ACTIVITIES:

1. Class participates in area clean-up (i.e., school grounds or local park).
2. Mayor to speak to group on how our town is working to "Keep America Beautiful".
3. Create posters with various forms of art to express about pollution of our earth.
4. Clean-up classroom, neighborhood. Help the elderly or sick.

RESOURCES: Town official to speak on keeping our town beautiful and textile mill official to speak on pollution controls used by their company.
Troll Assoc. - "Conservation Saving Our Environment"
January Productions - Let's Find the Pollution Solution

FOLLOW-UP ACTIVITIES:

Oral discussions on how first graders would like our earth to be in regard to ecology.

Film (SFS #11) Performing Services - Environmental Services

GRADE OR IGE UNIT: 1

SUBJECT: Fine Arts

EDUCATIONAL CONCEPT: Music, Art, Poetry
Develop appreciation for the fine arts

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Develop an appreciation for the Fine Arts.

ACTIVITIES:

1. Listen to various types of music - have music teacher give class background of classical music.
2. Read poems and award winning children's books to class.
3. Art teacher to broaden the class's knowledge of art medium.
4. Visit art museum or gallery.

RESOURCES: Art activities presented for class by Mrs. Pennington. Music appreciation activity coordinated by Mrs. Hines.
J. Weston Walch - "Posters on Careers in Art"
"Kiddie Kreations" - Mug Kit (Kiddie Kreation, Bloomfield Hills, Michigan 48013

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 1

SUBJECT: Math

EDUCATIONAL CONCEPT: Money Unit
Individual to become familiar with our monetary system.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To be able to cope with personal decisions and their consequences.

Career Awareness

To become familiar with careers needed for the function of our monetary system.

Economic Awareness

To understand the United States monetary system. To understand the barter system.

ACTIVITIES:

1. Visit a local bank:

   a. Have branch manager explain to class his/her job and responsibility.
   b. Have bank teller explain to class her/his job.

2. Visit a local grocery store to see how our monetary system functions.

   a. Make a purchase for the class to relate to system of exchange of goods and money.

RESOURCES: Filmstrip (SFS #9) "How Money is Made", Sigma Ed. Films - "Supermarket" (SVE) "Supermarket Helpers"

FOLLOW-UP ACTIVITIES:

Role play among students - bank activities and store activities (i.e., store manager, stock boy, carry-out boys, check-out girls).

GRADE OR IGE UNIT: 1

SUBJECT: Language Arts

EDUCATIONAL CONCEPT: Newspaper Industry
Develop insight as to the various jobs in the newspaper industry.

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

Aware of specialized skills needed for a reporter or printer.

Career Awareness

Awareness of jobs in the newspaper industry.

Social Awareness

To understand that jobs are dependent upon other jobs (i.e., the newspaper printer depends on the paper company).

ACTIVITIES:

1. Visit a local newspaper office - tour the newspaper operations.
2. Staff reporter to speak to class regarding her/his job and training needed.
3. Class create their own "Mini Newspaper" - gather news from school.

RESOURCES: A local newspaper office, representative from local newspaper office

FOLLOW-UP ACTIVITIES:

Art - potato printing with tempra paint to examine first hand the printing process involved in the newspaper industry.

GRADE OR IGE UNIT: 1

SUBJECT: Transportation

EDUCATIONAL CONCEPT: Trains
Be familiar with trains as a mode of transportation and its value to society.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

Realize the value of trains to our country.

Career Awareness

Be aware of careers related to trains.

Social Awareness

Discuss dependency of society on trains.

ACTIVITIES:

1. Train ride from a local town to another (children purchased their tickets).
2. Conductor of train explained train ride and the various people working while we enjoyed our trip.
3. Discuss with class trains as a means of moving products (cars, etc.) and passengers.

RESOURCES: Troll Assoc. - "Wheels, Paddles, Engines"

FOLLOW-UP ACTIVITIES:

Role play the different jobs involved with the operation of a train. Using construction paper create the engine of a train.

GRADE OR IGE UNIT: 1

SUBJECT: Transportation

EDUCATIONAL CONCEPT: Airplane Industry
Be familiar with our country's means of transportation.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

Become familiar with work related to the airplane industry.

Social Awareness

Show dependency of society on air travel.

ACTIVITIES:

1. Visit airport.

   a. Tour airport grounds.
   b. Tour Eastern Airline Whisper Jet.
   c. Eastern Airline Ground Representative explained different jobs revolving around air travel.
   d. Use blank standard ticket and baggage ticket to explain the necessity of those items.

2. Role play different jobs: ticket seller, baggage handler, steward, tower control, pilot, stewardess, cook

RESOURCES: Ed. Dev. Corp. - Airport Service(6 filmstrips)
Singer - Air Travel Today
Troll Assoc. - Classroom Journeys (Airport)

FOLLOW-UP ACTIVITIES:

GRADE 2

GRADE OR IGE UNIT: 2

SUBJECT: Health

EDUCATIONAL CONCEPT: Dental Hygiene

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his own actions.

Decision Making

To be able to cope with the consequences of personal decisions.
To recognize that all decisions made have a cause and effect.

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. Introduce by using filmstrip "Care of Teeth".
2. Read books, posters on dental hygiene (these can be obtained from a local dentist).
3. Discuss.
4. Prepare a daily brushing chart to be taken home and hung in the bathroom.
5. Let children draw and animate teeth. Example-Mr. Tooth, Mr. Toothbrush, Mr. Terrible Tooth Decay. Use these for a bulletin board.
6. Have a funny, bunny party-serve celery and carrot sticks-discuss their importance in helping to clean teeth.
7. Resource person-dentist or dental hygienist.
8. Display hard objects that harm teeth when chewed on (pencils, buttons, unshelled nuts, etc.).

RESOURCES:

Filmstrips from library on care of teeth, books, posters, pictures. Manilla paper, crayons, celery and carrot sticks.

FOLLOW-UP ACTIVITIES:

Resource Person

GRADE OR IGE UNIT: 2

SUBJECT: Science

EDUCATIONAL CONCEPT: Ecology - Our Environment

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes towards work.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To understand that all jobs are dependent on other jobs.

ACTIVITIES:

1. Talk about preserving the environment. Talk about different jobs that do this.
2. Use Let's Find The Pollution Solution, 5 filmstrips and 5 cassettes. Teacher's guide - January Productions. "The Cloud Maker" - "The Day The Litter Talked" - "A Sad Day For Mr. Bear" - "The Stream That Lost Its Friends" - "21 Maple Street".
3. Use and discuss Environmental Control Career Pictures weekly reader-12 prints.
4. Use book bag series - "I Want To Be A Forrester" book and cassette. A teacher guide is included.
5. Work in with science - use Smokey Bear booklets.
6. Use teacher masters.
7. Bulletin board centered around nature. Use pictures such as "Autumn Foliage" by Tom Thomason, etc. Found on cover of November 1971 Instructor.
8. Take a nature walk at school. Record your observations. Discuss in relation to ecology.
9. Use cartoon booklet "Plants, How They Improve Our Environment".

RESOURCES:

Five filmstrips and cassettes Let's Find The Pollution Solution, January Productions, "I Want To Be A Forrester" book bag series, Children's Press Chicago, Ill. 60611. From U. S. Department of Agriculture, Forest Service - "Smokey Bear's Story of The Forest", booklet; (Continued)

FOLLOW-UP ACTIVITIES:

RESOURCES: CONTINUED

"Trees Need Help", Coloring Poster #32; "Our Woodland World" booklet from S. C. State Commission of Forrestry, Box 287, Columbia, SC 29202; booklet- "Plants-How They Improve Our Environment" soil conservation society of America, 7515 N. E. Ankeny Road, Ankeny, Iowa 50021

GRADE OR IGE UNIT: 2

SUBJECT: Science and Social Studies

EDUCATIONAL CONCEPT: Nurse and Doctor

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self-perception of abilities as they relate to career choices.

Attitudes & Appreciations

To develop healthy work habits.

Career Awareness

To know that work organizations are human organizations.

Social Awareness

To understand the need for cooperation in the completion of tasks. To understand that all jobs are dependent on other jobs.

ACTIVITIES:

1. Introductory Activity - read and talk about "Nicky Goes To The Doctor" p. 129-146 of Things To Know, Richard Scarry, Golden Press.
2. Use Career Kits For Kids #6805K, "Nellie The Nurse". Filmstrip, cassette, stencils, role playing materials-also has teacher's guide.
3. Art-make nurse sock puppets-talk about uniform, tools.
4. Discussion. Discuss nurses' tools, clothing, people he/she works with. Kinds of nurses.
5. Have a nurse come to school and bring some of his/her aids. Discuss why the need for nurses, education required, etc.
6. Talk about hospitals-where doctors work, why, kinds of doctors. "Who has been to a hospital?"
7. Use Hospital Helpers, 8 study prints by SVE.
8. Use your science/health book in conjunction with this study.
9. Make a booklet on health careers.

RESOURCES:

Art materials-white socks, felt, yarn, buttons-for puppets, Things to Know, Richard Scarry, Golden Press. Career Kits For Kids Encyclopaedia Brittanica, Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 60611-#6805K "Nellie The Nurse". Resource person-nurse, study prints-8-Hospital Helpers, SVE.

FOLLOW-UP ACTIVITIES:

Activity #9.

GRADE OR IGE UNIT: 2

SUBJECT: Fine Arts - Humanities

EDUCATIONAL CONCEPT: Visual, Library, Music, Dance

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Decision Making

To apply the decision-making process to the study and selection of careers.

Career Awareness

To compare and contrast local jobs to national and international jobs.

Economic Awareness

To apply knowledge of economic responsibilities to career decisions.

ACTIVITIES:

1. Use discussions and bulletin board with different areas of arts shown for introduction.
2. Use recordings of various types classical music and/or a resource person-minister of music or other professional.
3. Use an interest center composed of books from your library which will be appropriate to grade level.
4. Trip to local public library. Use cassette "Getting To Know the Library" Let's Imagine Going Places, Troll Associates.
5. Resource person-Art Coordinator, if not available, 2-3 art projects of a different nature.
6. Discuss poster set 18 - Posters On Careers In Art, J. Weston Walch. Talk about aesthetic as well as monetary value of careers in arts.
7. Poster set Fine Arts And Humanities Career Pictures from Weekly Reader.

RESOURCES:

Trip to local public library, classical recordings of your choice, various art media, cassette-"Getting To Know The Public Library", Let's Imagine Going Places, Troll Associates-resource person - art or music poster sets - Posters On Careers In Art, J. Weston Walch. Fine Arts And Humanities Career Pictures. Weekly Reader.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 2

SUBJECT: Math

EDUCATIONAL CONCEPT: Metric Work and Living

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs of home members and school personnel.

Economic Awareness

To comprehend the U. S. monetary system.
To understand the system of exchange of goods and service.

ACTIVITIES:

1. Discuss the need for measurement and how the methods have changed over many years.
2. Measure objects by different ways - hands, spans, arm lengths - talk about differences in those standards. Show different metric standards of measure - gram, liter, meter.
3. Use filmstrips and discussions - "Learning To Measure In A Metric World" four cassettes and filmstrips from eyegate.
4. Have measuring part - have several items for length, mass, volume. Record class and group findings.
5. Use teacher - made masters and appropriate math pages.
6. For length, use cuisenaire rods. They are like CM strips, but are colored wooden rods. There are activity cards included with the set.
7. Talk about jobs which use metric - auto mechanic, housewife, doctor, etc. If possible, have a professional for a resource person.
8. Follow up - have children bring objects using metric measure: milk cartons, dress patterns, food cans, candy. Talk about these.
9. Talk about monetary system - built on tens - the same system as metric.

RESOURCES

Meter sticks - different objects to be measured, four filmstrips and cassettes by Eyegate "Learning To Measure In A Metric World", different objects for bulletin board, cuisenaire rods.

FOLLOW-UP ACTIVITIES:

Activity #8.

GRADE OR IGE UNIT: 2

SUBJECT: Math

EDUCATIONAL CONCEPT: Counting and Working with Money

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Decision Making

To know and practice the (6) components of the decision-making process.

Economic Awareness

To understand the system of exchange of goods and service.

ACTIVITIES:

1. Have class and group discussion on who uses money, reasons, purposes and results. Use cash register and play money for practice.
2. Flannel board activities and games.
3. Children use play money to decide which coins they will need to buy certain items in class store.
4. Visit a grocery store.
5. Have class jobs and work in exchange in a class store.

RESOURCES:

Trip to grocery store, purchase some items if possible - have various items for class store-cash register, play money - flannel board, teacher-developed activities.

FOLLOW-UP ACTIVITIES:

Use teacher-developed masters along with appropriate math book pages.

GRADE OR IGE UNIT: 2

SUBJECT: Health

EDUCATIONAL CONCEPT: Safety Awareness-Poison Prevention In Home

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his own actions.
To recognize vital importance of each family member.

Decision Making

To be able to cope with consequences of personal decisions.
All decisions have a cause and effect.

ACTIVITIES:

1. Use discussion and role playing - give situations - "What Would You Do If..?"
2. Make class chart listing emergency steps.
3. See and discuss film "Sniffy".
4. Discuss storage of household poisons, medicines, cleaners, etc.
5. Use filmstrips and cassettes "Safety Awareness".
6. Role Playing.
7. Play game "Cleaning Out Kitchen Cabinets". Directions in curriculum guide for substance abuse from S. C. State Board of Education.

RESOURCES:

Use appropriate pages in health text. Curriculum Guide for Substance Abuse from S. C. Board of Education. "Safety Awareness" four filmstrips, four cassettes, Imperial Film Co. Film "Sniffy", Substance Abuse Coordinator, S. C. State Board of Education, Columbia.

FOLLOW-UP ACTIVITIES:

Collect pictures of harmful and helpful household drugs and products. Make booklet of edible and non-edible things.

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GRADE OR IGE UNIT: 2

SUBJECT: Health

EDUCATIONAL CONCEPT: Personal Hygiene - Ways To Keep Healthy

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his own actions.
To feel dignity of self on an individual basis as well as in groups.

Decision Making

To be able to solve school related problems.
To know and to practice the (6) components of the decision-making process.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. Have discussions in conjunction with health text.
2. Use songs, poems, various activities from booklet "Animal Trails to Healthland". This booklet has a teacher's guide.
3. Make posters of general health rules.
4. Art-use pipe cleaners or modeling clay to show the contrast between good and poor posture.
5. Discussion and role playing about dentist, nurse, doctor, various health careers.

RESOURCES:

Coloring and resource booklet "Animal Trails To Healthland" order from Health Education Board of S. C. State Department (can be mimeographed). Pipe cleaners or modeling clay. Poster materials.

FOLLOW-UP ACTIVITIES:

Make a booklet about keeping healthy.

GRADE OR IGE UNIT: 2

SUBJECT: Health

EDUCATIONAL CONCEPT: Good Nutrition In Everyday Life

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self-confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.
To understand that school is a job.

Career Awareness

To know the jobs of home members and school personnel.

ACTIVITIES:

1. Have discussions about good meals.
2. Work with food group charts.
3. Cut food pictures from magazines. Use flannel board and assemble good meals.
4. Use a resource person--school dietician, if at all possible. Follow with discussion and role-playing.

RESOURCES

Four basic food group charts, chosen resource person, magazines, flannel boards.

FOLLOW-UP ACTIVITIES:

Plan a nutritious meal for class "families". Take a weekly school lunch menu and discuss it.

GRADE OR IGE UNIT: 2

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Public Services - Policemen

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.
To develop healthy work habits.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To relate home and school jobs to community functions.
To know that much of one's total life routine is organized around the work one does.

ACTIVITIES:

1. Discuss actions and consequences. Discuss laws and the need for them and enforcement. Discuss the base reason for policemen - help - not harm. Discuss the education required. Read the book Squad Car 55.
2. Use and discuss filmstrip "Men In Blue" from series - Policemen In Action.
3. Use a policeman or trip to police department for resource aid. Emphasize positive aspect to department.
4. Use cardboard tubing and other materials to make your class police department.
5. In conjunction with trip or visit, use cassette, "Getting To Know The Police Station", Let's Imagine Going Places from Troll Associates.

RESOURCES:

Cardboard tubes, styrofoam balls, other materials for making policemen. Cassette, "Getting To Know The Police Station" - Let's Imagine Going Places - Troll Associates. Squad Car 55-Jene Barr - Albert Whitman & Co., Chicago.

FOLLOW-UP ACTIVITIES:

#4 - Make policemen for bulletin board.

GRADE OR IGE UNIT: 2

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Public Services - Rural and City Postman

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Career Awareness

To know the jobs necessary to maintain the community.
To know that much of one's total life routine is organized around the work one does.

ACTIVITIES:

1. Introductory - Use SVE kit posters - "Postal Helpers" also filmstrips - "Story of Our Post Office" - Troll Associates.
2. Many books will be available from your library. Use these to stimulate discussion on necessity of postmen, duties, rewards, etc.
3. If possible, a trip to local post office or visit from postman.
4. Draw pictures of postmen - rural and city.
5. Follow up #1.
6. Use kit - Career Kits For Kids # 6804K "Larry, The Letter Carrier". Teacher's Guide, filmstrip, cassette, stencils, role playing materials.

RESOURCES:

Poster kit of SVE-"Postal Helpers". Filmstrip from Troll Associates-"Story of Our Post Office". Resource trip to local post office, art materials, appropriate books from library, Career Kits For Kids #6804K "Larry The Letter Carrier" - Encyclopaedia Brittanica Educational Corp., 425 N. Michigan Avenue, Chicago, IL. 60611.

FOLLOW-UP ACTIVITIES:

Write letters to classmates, have postmen to deliver letters in pupil made mailboxes.

GRADE OR IGE UNIT: 2

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Public Services - Firemen and Fire Prevention

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

1) To develop healthy work habits.
2) To learn to analyze working roles according to advantages and disadvantages.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community. To know that much of one's total life routine is organized around the work one does.

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Coordinate the focus unit with fire prevention week. Talk about fires, why they start, where, when, etc. Discuss how to get rid of fires, how to prevent them.
2. Make safety posters for class and school.
3. Use role playing for situations about fires.
4. Use boxes and found objects to build a fire engine model.
5. Use a resource person - fireman or visit a station and fire engine.
6. Your library will have appropriate books, filmstrips, etc. Make an interest center.
7. Use childrens' art "Firemen in Action" for a follow-up bulletin board.
8. Use "Getting To Know The Fire Station" - cassette from Let's Imagine Going Places - Troll Assoc. This should be used in connection with trip.
9. Also use kit - Career Kits For Kids #6802K-"Freddy The Fireman" filmstrip, cassette, stencils, role playing materials, teaching guide. Suggested - Fire Snorkel No. 7, Jean Chapin, Albert Whitman and Co., Chicago.

RESOURCES: Art materials for pictures, fire engine, posters, books from library, fireman, engine or visit to fire department; cassette "Getting To Know The Fire Station", Let's Imagine Going Places - Troll Association, Career Kits for Kids, Encyclopedia Brittanica, Educational Corp., 425 N. Michigan Avenue, Chicago, Ill. 60611

FOLLOW-UP ACTIVITIES:

Follow-up bulletin board - "Firemen in Action"; write a class letter to your local fire department.

GRADE OR IGE UNIT: 2

SUBJECT: Health

EDUCATIONAL CONCEPT: Bus Safety

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Use discussion and booklet about bus safety.
2. Make class charts on bus safety.
3. Practice bus safety - use a school bus.
4. Use teacher made masters and song -- "The Bus".
5. Talk about job and importance of bus driver.
6. Discuss need for city buses. If possible, have a bus and driver of Greyhound, Trailways, city buses, whatever resources are available.
7. Make posters for the school - either individual or group posters.
8. Your library will have appropriate books or filmstrips.

(Continued)

RESOURCES: "The Bus" song, teacher made masters on rules for safety, school bus for safety practice, art materials for posters.

FOLLOW-UP ACTIVITIES:

Make posters for the school on bus safety.

Activities Continued:

"The Bus"

Verse: 1. The wheels on the bus go around and around (repeat (3) times)

2. The people on the bus go up and down

3. The horn on the bus goes toot, toot, toot

4. The money on the bus goes ding, ding, ding

5. The driver on the bus says move on back.

Chorus for 1, 2, 3, 4, 5 - All Through the Town - Tune of Mulberry Bush

GRADE OR IGE UNIT: 2

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Career Awareness

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To develop a realistic self perception of individual abilities as they relate to career choices.
2) To be able to receive an innate satisfaction in work.

Attitudes & Appreciations

1) To understand the need to make a meaningful career choice.
2) To realize that work means different things to different individuals.

Educational Awareness

1) To know that school is a job which requires certain basic skills for success.
2) To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

1) To relate home and school jobs to community functions.
2) To recognize that an individual may be suited for numerous different occupations.

(Continued)

ACTIVITIES:

1. Ask about jobs - "What is a Job?", "Why do People Need Jobs", "Where do People Go to Get Jobs?" Discuss non-sexist jobs and their titles. "Mailman, letter carrier", newsboy, newspaper carrier.
2. Use a poem "You Can Be" Pauline C. Peck.

   You can be a principal,
   A plumber or a clerk,
   You can be a zoo keeper,
   Or do a rancher's work,
   You can be a truck driver,
   Or raise a crop of wheat,
   You can be an engineer,
   Or help repair a street.
3. Use parents, discuss jobs, tools, clothes needed, etc. Let child describe in words or drawing what he/she thinks the parents do at work. Have several parents come in and tell all about their jobs.
4. Use 10 transparencies. People Who Help Our Community, Troll Assoc. Discuss.
5. Make up career riddles. Children give three clues or act out job.
6. Build an imaginary town. Use milk cartons, styrofoam, clay to make buildings, etc. Place on butcher paper with drawn streets. Talk about jobs needed to keep up this town. Each child chooses a job and acts it out.
7. Follow-up - Children make their own booklet showing a job they would like to have someday. They can tell the class about the chosen job.
8. Also interest center using books from library.

RESOURCES: 1) Use poem -learn "You Can Be" Pauline C. Peck; 2) Several parents as resource persons; 3) Transparencies - "People Who Help Our Community" - Troll Assoc.; 4) Various materials for town in activity 6; 5) Paper for job booklets; 6) Books from library

FOLLOW-UP ACTIVITIES:

Activities #6 and #7.

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Elements and Element Objectives Continued:

Social Awareness

1) To realize that an individual's work affects his/her standard of living.
2) To realize that society is dependent upon the work of many people.

Economic Awareness

To understand that some workers produce goods while others produce a service.

GRADE OR IGE UNIT: 2

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Transportation - Train

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To understand that some workers produce goods while others produce services.

To be alert that technological progress changes, eliminates and creates work.

ACTIVITIES:

1. Use discussions to stimulate interest in trains. Integrate P.E. by using body movement to show train movement. What was early needs for trains.
2. Use bulletin board - trains and uses.
3. Talk about ways trains are used: passenger, freight, etc. Also engineer and other jobs.
4. Use appropriate books.
5. Use appropriate filmstrips, songs, games.
6. Paint trains and what they do.
7. "Train is Coming" song from Making Music Your Own , Silver-Burdette Co.
8. Train ride and trip to station.
9. Use shoe boxes; other materials, make a class train with engine, caboose, etc.

RESOURCES: Paper and paints for arts, shoe boxes and other materials for making trains, trip-train ride and visit to station, Making Music Your Own - "Train is Coming" song - Silver-Burdette Co., materials for trains

FOLLOW-UP ACTIVITIES:

Build different trains of shoe boxes and other materials.

GRADE OR IGE UNIT: 2

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Bicentennial

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

1) To learn that the individual must be adaptable in a changing society.
2) To recognize the vital importance of a cooperative spirit.

Social Awareness

To appreciate the fact that customs, traditions and attitudes of society affect the world of work.

ACTIVITIES:

1. Use "Salute to America" resource pack of songs, pictures, filmstrips, etc. Good for introduction.
2. Bulletin board - year round - "Let's Celebrate" - use teacher's guide for activity ideas.
3. Discussion - social studies text Families and Social Needs - unit 8, pages 126-139, 5-8, 93-96.
4. Make hornbook - see page 200 Instructor October 75.
5. Use crayons and paper and let each child design own f[illegible] to celebrate Bicentennial.
6. Learn patriotic songs for text Making Music Your Ow[illegible]lver-Burdette Co., pages 3, 51, 87, 86, 9.
7. Bring in samples of Bicentennial Commenorative Art[illegible]s such as stamps, coins, stickers, etc. Use these to make a display.
8. Follow-up by planting a tree as a gift to America.

RESOURCES: "Salute to America" from Weekly Reader, "Let's Celebrate", bulletin board kit K-2 from Weekly Reader, plywood, manila paper, varnish for hornbook. Text - Making Music Your Own and Families and Social Needs

FOLLOW-UP ACTIVITIES:

Plant a tree at your school as a birthday gift to America. Coordinate with science, art, poetry.

GRADE OR IGE UNIT: 2

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Bakery
Community Helpers

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

1) To realize that hobbies and interests may lead to a vocation.
2) To recognize that an individual may be suited for numerous different occupations.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Career Kits for Kids - "Barney the Baker" - stencils, filmstrip with cassette, and materials for role playing. Teacher's Guide.
2. Discussion.
3. Role playing.
4. Make peanut butter candies - 1/4 c. confectioner's sugar; 1 c. chocolate chips; 1/2 c. sweetened condensed milk; 1 c. peanut butter. Mix all ingredients together.
5. Art - make "The Baker" by rolling a piece of construction paper lengthwise and staple. Let students add eyes, mouth, nose, hat and apron by cutting different colors of paper and pasting. Make a bulletin board out of them.
6. Field trip or resource person.

RESOURCES: Career Kits for Kids - #6806K, Encyclopedia Brittanica, Educational Corp., 425 N. Michigan Avenue, Chicago, Illinois 60611

FOLLOW-UP ACTIVITIES:

Field trip to a bakery or have a baker come to the class (perhaps a parent).

GRADE OR IGE UNIT: 2

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Construction - home living

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To recognize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.
To realize that hobbies and interests may lead to a vocation.

Social Awareness

To understand the need for cooperation and completion of tasks.
To understand that personal relationships with fellow workers are important to job satisfaction.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Introductory activity - text - pages 20-35 - Unit 2. Read or show filmstrip of the story "Three Pigs". Divide into three groups and build brick house (Sugar cubes), straw house (drinking straws), wood house (popsicle sticks).
2. Discussion.
3. Bring samples of building materials. Also pictures of different homes from magazines - make a display and label each object. Use pictures to make bulletin board above the display.
4. Resource person
5. Use four filmstrips - Family Shelter Series
6. Songs - "The Carpenter", "Old House"
7. Construction Career Pictures - 12 pictures from Weekly Reader
8. Career Kits for Kids #6801K "Rusty The Construction Worker", filmstrip, cassette, stencils, role playing materials, teacher's guide.

RESOURCES: Text - Families and Social Needs and Making Music Your Own Bk. 2; sugar cubes, drinking straws, popsicle sticks, resource person - someone involved with construction (perhaps a parent); 4 filmstrips "Family Shelter Series", Long Filmslide Service; Career Kits for Kids #6801K "Rusty the Construction Worker", Encyclopedia Brittanica, Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 2

SUBJECT: Music

EDUCATIONAL CONCEPT: Variety and career choice

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Discussion using Careers in Music - 18 posters by Walch.
2. Record - The Golden Record Library - Album 2 "The Instruments of the Orchestra". To accompany this record use the Florence Symphony Orchestra Coloring Book and let each child make a booklet.
3. Use resource people. Minister of music from a local church, school music teacher, bank director, etc.
4. Have children make different instruments - drum, bells, wooden blocks, etc.
5. Learn new songs for textbook.
6. Use Lummi Sticks (make out of newspapers rolled up tightly, then wrap with tape) to tap out the rhythm to the record "Irish Washer Woman" or a record that is available to you.

RESOURCES: Careers in Music by Walch, The Golden Record Library - Album 2 - "The Instruments of the Orchestra" - Affiliated Publishers, Inc., Rockefeller Center, N.Y. 20, N.Y., Florence Symphony Orchestra Coloring Bk. Published b y the Women's Symphony Guild of Florence, Copyright 1973, resource people, materials for instruments and lummi sticks

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 2

SUBJECT: Health - Mental and Social

EDUCATIONAL CONCEPT: Self Awareness

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations. To feel the dignity of self on an individual basis as well as in groups. To understand that everyone is responsible for his/her own actions. To know that every individual can learn to perform adequately and contribute in a variety of situations. To understand that individuals differ in their abilities, attitudes, and aspirations.

Decision Making

To be able to cope with the consequences of personal decisions. To recognize that all decisions have a cause and effect.

Social Awareness

To understand the approach needed to resolve personal conflict between one's individual and group goals.

ACTIVITIES:

1. Focus on self development - stage one - awareness S.R.A. Self Development Kit comes complete with teacher's guide and materials - filmstrips, story records, photoboards, workbooks.

2. DUSO Kit D-1 - developing, understanding of self and others - records, puppets, story books, poster, teacher's guide.

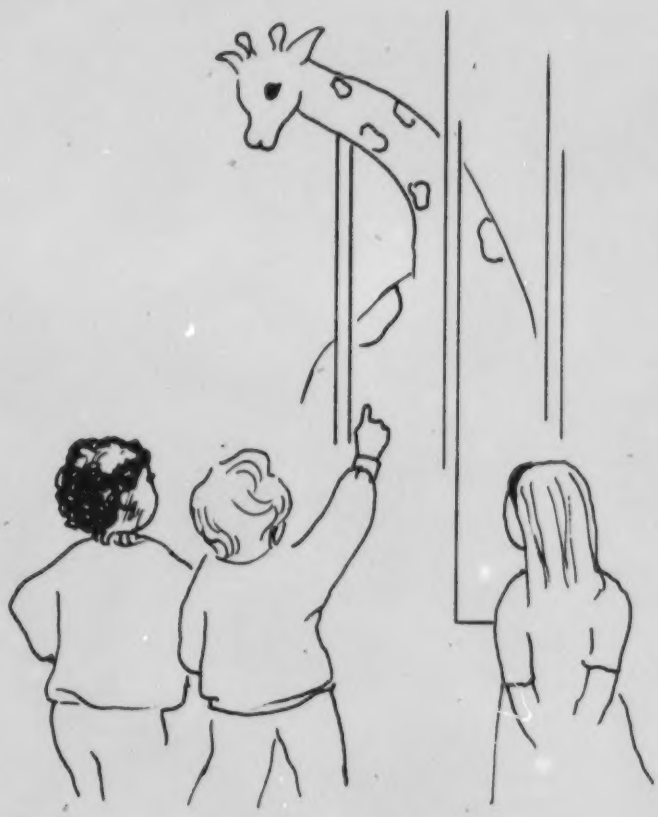
3. If the above materials are not available, you can make a booklet of "Me and My Family".

4. Have child draw himself/herself and members of his/her family. Use textbooks on families - Being Healthy pages 22-55; Families and Social Needs pp. 4-35. Discussion. Pictures from magazines of families. Make a puppet or paint a picture of themselves.

RESOURCES: S.R.A. - Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611; DUSO Kit - American Guidance Service, Inc., Publisher's Building-Circle Pines, Minnesota 55014; resource person, school guidance counselor or/and a person from your local mental health clinic.

FOLLOW-UP ACTIVITIES:

GRADE 3



GRADE OR IGE UNIT: 3

SUBJECT: Health and Safety

EDUCATIONAL CONCEPT: Fireman

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Decision Making

1) To be able to solve school related problems.
2) To possess self knowledge when making realistic life choices.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Show film - Fireman and Hook and Ladder - to introduce unit.
2. Have pupils discuss fire hazards listed by fire departments. Then make a list for their own use.
3. Display electrical appliances with faulty features. (Include an example of an overloaded socket).
4. Plan a visit by a local rescue squad or fire department to discuss proper rescue procedures for victims of smoke inhalations, electrocution, and shook. Film - First Aid As It Happens.
5. With help of parents, every student should survey his/her home for hazards.
6. Let a committee observe the school plant. Encourage them to look for possible hazards. Make report and post it.
7. Secure book from the library and have reports made on them.
8. Give pupils an opportunity to develop safety posters concerning some aspect of fire prevention or safety.

RESOURCES:

McGraw Hill - Community helpers, Set I - Fireman; Troll Assoc. - Community Helpers, Hook and Ladder; Eyegate - First Aid as it Happens.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 3

SUBJECT: Health

EDUCATIONAL CONCEPT: Health Careers - Doctor

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Decision Making

To know that a tentative career choice should be based on attitudes, values and interests and requires in depth study.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To know the job necessary to maintain the community.

Economic Awareness

To know that most people spend their lives in service or serving others.

ACTIVITIES:

1. Get interest going by creating a bulletin board showing posters on health careers.
2. Post a chart of vocabulary words to help students to learn terms and to use in conversation, such as diagnosis, stethoscope, pneumatic, patient, hospital, microscope, prescription, rehabilitate, medication, oral, vaccine. These words or others should be written on chalk board and students then ask their concepts of terms; expand definitions by using dictionaries.
3. Class discussion to help students form concepts of the medical field of work, discuss these questions:
   a. How can one become a doctor?
   b. What training is necessary?
   c. How does the doctor regard his/her patients?
   d. Why must a physician be a strong, healthy person?
4. Ask a doctor in the community to visit the class to talk to pupils about the medical profession. Allow time for questioning.
5. Let pupils write a story of needing a doctor and what he/she did for them.
6. Draw pictures of the hospital tools such as: stethoscope, microscope, and show how they are used. Collect pictures from magazines and newspapers to display on bulletin board. (Pictures of hospitals, doctors, tools)
7. Use book if possible VIP series On the Scene in Medical Work, to give greater insight to group. Also film, January Productions - Career Kaleidoscope "Check in, Check Up"

(Continued)

RESOURCES:

VIP series On the Scene in Medical Work - Book; Posters on Health Careers (18) J. Weston Walch; Pathescope - A Career in Health Services January productions - Career Kaleidoscope "Check in, Check up" - filmstrips Visit from a doctor.

FOLLOW-UP ACTIVITIES:

Activities Continued:

8. Filmstrips - pathescope - A Career in Health Services

9. Children might write a play, then dramatize for another class, concerning a doctor in a serious medical situation or an everyday situation common to most children.

10. Borrow from a local doctor or county health office some of the instruments used by doctors. Let pupils perform an operation in the classroom using a team working together to perform the surgery. Let doctor check a patient's heart, take temperature, blood pressure, then write a prescription.

GRADE OR IGE UNIT: 3

SUBJECT: Health

EDUCATIONAL CONCEPT: Health Career - Nurse

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes and aspirations.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To be knowledgeable about the flexibility of career decisions.

Educational Awareness

To recognize that there are training channels directed toward jobs.

Career Awareness

To know jobs necessary to maintain the community.

Economic Awareness

(Continued)

ACTIVITIES:

1. Gather books from the library about famous nurses, such as Clara Barton and Florence Nightingale. After reading to the class, let the children write and dramatize plays concerning either of these two famous women or some other famous nurse they might choose.
2. Invite a nurse to speak to the class about her/his profession. Questions should be formulated by the students.
3. A list of vocabulary words might be useful to gain an appreciation of the profession. Words such as, apparatus, diagnosis, germ, instrument, patient, therapy, stethoscope, temperature, disinfect, epidemic, oxygen, etc.
4. Have a clean-up period in the classroom. Then have pupils wash their hands. Emphasize cleanliness at the hospital, home, and school.
5. If possible, show film that stresses the importance of the nursing profession.
6. Lead class discussion on qualities of a nurse, such as tolerance, generousity, discreetness; physical, mental, and emotional health.
7. Bulletin board display - Weekly Reader - Health Career Posters.
8. Cut pictures from magazines showing different nursing occupations - private, registered, doctor's office, school nurse.

RESOURCES:

A nurse for visit; Weekly Reader; Health Career Posters; Books on famous nurses; Pathescope Ed. Films, Inc.; A Career in Nursing

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 3

SUBJECT: Social Studies, Math

EDUCATIONAL CONCEPT: Interdependency of Community Helpers - grocery store owner, money

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Educational Awareness

To know that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction.

Economic Awareness

To understand the system of exchange of goods and services.

ACTIVITIES:

1. If available use the SVE, Supermarket Helpers, as an introduction to the project. Includes 8 picture study prints - each picture could be described and discussed by the class.

2. Make a bulletin board showing some of the things we buy in the grocery store. Children can work together cutting out pictures and being responsible for the display.

3. Filmstrip, My Dad, Works in a Supermarket, show if available.

4. Follow up with a store in the room. Use play money to make a purchase. This activity will involve group work and total class participation in order to make it a useful means to teach concept.

5. Play a memory game by letting one child be the grocer and then calling off several items to see if the children could go to the play store and ask for the items called for. Another child could be the mother and send for the items.

6. Have a local grocery store owner visit the room and talk with the students.

7. Visit grocery stores and see how the ability of pupils to read helps grocers.

(Continued)

RESOURCES:

Filmstrip, My Dad Works in a Supermarket; Community Helpers, Set 1, The Grocer; Sigma Ed. Films - Supermarket; SVE, Supermarket Helpers; Commercial play money; Visit from a grocer; field trip.

FOLLOW-UP ACTIVITIES:

Activities Continued:

Give each pupil money to spend. Help children make shopping list - newspapers with sale items listed from markets will help here - before going to the store. Take children to a store and let each one spend his/her money as planned. (Here mathematic concepts of adding and subtracting will play an important role - and should be utilized.)

GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Community Helpers - Gasoline Service Station Attendant

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know jobs necessary to maintain the community.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction.

(Continued)

ACTIVITIES:

1. In developing this unit a vocabulary list should be organized - such words as, repair, servicing, radiator, battery, gasoline, crankcase, automatic transmission, lubrication, muffler, maintenance, mechanic, alignment. Have volunteers visit a high school shop or local station to get meanings of words and possibly add more to their list.
2. Class questions might be answered in this way also or a visit from a service station mechanic or attendant might provide a better resource for questions.
3. Discuss with class pertinent questions such as:
   a. What is the need for service station attendants?
   b. What are some tools needed?
   c. Where are some places of employment?
   d. What training or other qualifications are needed?
   e. What is the employment outlook?
   f. What are fringe benefits?
   g. What are some of the working conditions?
4. Encourage pupils to tell of their experiences with flat tires on their bikes or any other maintenance required on other equipment.
5. Pantomine different activities of the service station attendant, such as cleaning windshields, repairing a flat, etc. Let the child who guesses the right activity pantomine next.

(Continued)

RESOURCES:

A visit from a service station attendant, police officer, trucking firm representative; Films - Fathers Work, My Dad Works in a Service Station; Community Helpers; The Service Station Attendant; clay, styrofoam.

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Economic Awareness

To understand that some workers produce goods while others produce services.

Activities Continued:

6. View (if possible) The Service Station Attendant - Community Helpers, Set 2; Fathers Work, My Dad Works in a Service Station.
7. Have children create stories about the service station attendant and illustrate them with original drawings (these drawings could be in cartoon form). Pupils could also bring real models of various things used around a gas station or make the models from clay or styrofoam for room displays.
8. A visit from a representative of a trucking firm could relate their dependence upon service station attendants.
9. Have a state trooper or member of the police force speak on accidents and safety in driving.
10. Group activities - groups could write out service station situations. Then act out the situations. Let class discuss the "good and bad" things about the situations as far as good service to the customer is concerned.

GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Value of Dairy Farmer to Community

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision Making

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To realize that society is dependent upon work of many people.

Economic Awareness

To be alert that technological progress changes, eliminates, and creates work.

ACTIVITIES:

1. Show film, Farm Fathers: My Dad is a Dairy Farmer (if available)
2. Display - Singer - Dairy Helpers - 8 pictures which show various jobs and responsibilities on a dairy farm.
3. Research should be done in the library to gather books related to the dairy farmer. Posters should be made and displayed of the equipment on a dairy farm.
4. A bulletin board should be made as follows: Each pupil make an object - one, a home; one, a dairy barn; several, make cows, fences, trees, sky, etc.
5. Using resource materials (books, etc.) a group of children should list and discuss products sold by dairy farmer.
6. If possible a visit to a dairy farm by class would be a most valuable experience.
7. Also a visit to or from a commercial dairy company would reinforce value of such a farm.
8. Individual booklets could be made bringing together, visits, lists of products, and an original story about his/her trip to a dairy farm. Display all booklets.
9. Ask pupils to bring sugar, chocolate, bananas, shakers and different extracts to make milk shakes. Buy extra cartons of milk for the afternoon snack. Groups work together to coordinate activities. Invite another class to share milkshakes and stories of field trip.

RESOURCES: Farm Fathers: My Dad is a Dairy Farmer; Singer, Dairy Helpers; library book, visit to dairy farm, visit from commercial dairy company representatives.

FOLLOW-UP ACTIVITIES:

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GRADE OR IGE UNIT: 3

SUBJECT: Social Studies, Math

EDUCATIONAL CONCEPT: Bank Teller as a vital role in a community

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual's abilities as they relate to career choices.

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability, and responsibility) in a variety of settings.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know that work organizations are human organizations.

Social Awareness

To realize that society is dependent upon the work of many people.

ACTIVITIES: (Continued on Reverse Page)

1. Make a list of local banks in community. Show pictures of different types of banks - main banks and branch offices.
2. Show film if available - My Mother Works in a Bank - stress the fact of both male and female workers in a bank. Also bank clerk teller (cassette) Minipac kit - I want to Be a Bank Teller.
3. Invite a bank teller to speak to class. Children should be led to formulate questions concerning duties of a bank teller.
4. A visit to a bank to observe a teller at work would be a valuable experience. Children should be made aware of courtesy, friendliness, and manners displayed.
5. In a corner of the room, build a bank teller's cage. You may use boxes, cardboard of an extra desk. Make signs to show this construction is a teller's cage.
6. A teller's manual should be borrowed from local bank and studied by class, before teller's cage is opened.
7. Make or use play money for teller and customer's use.

RESOURCES:

Film - My Mother Works in a Bank; Bank Clerk Teller - cassette; Ed. Sensory; Visit from a bank teller; field trip to a bank.

FOLLOW-UP ACTIVITIES:

A possible follow-up suggestion for using the bank. Corner - teacher will assist at first - select a dependable student to be the first teller for the week. Allow the teller to select an assistant. Working together, with teacher assisting, allow teller to collect money for lunch. This money is to be deposited by each pupil and withdrawn as a lunch check. The teller could issue the checks which could be made by other children. This could be used for learning the value of money, courtesy,

 (Continued on Reverse Page)

Elements and Element Objectives Continued:

Economic Awareness

To understand that some workers produce goods while others produce services.

Follow-up Activities Continued:

honesty, responsibility, dependability, change making, counting money and accuracy - stress how money is something all people must have to live and they work in many businesses to earn this living. These people depend on the bank teller to handle their money in a careful manner.

GRADE OR IGE UNIT: 3

SUBJECT: Social Studies, Science

EDUCATIONAL CONCEPT: Forester - conservation

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To realize that an individual's work affects his/her standard of living (i.e.) his/her life style.

ACTIVITIES:

1. View film on forester.
2. Might be necessary to begin a vocabulary which can constantly be added to throughout the unit. Some words to start with would be forester, wildlife, forest, forestry, logging, etc.
3. Books pulled from library with materials pertinent to study.
4. Through study, pupils might be able to make salt or soil maps depicting various elevations and vegetation of various forest areas of the United States.
5. Research should be done to find out the types of trees available in South Carolina and other countries studied in Social Studies.
6. A visit from a forester or park ranger would be a valuable resource to establish information concerning education needed, environment, financial rewards, etc.
7. Pupils take a field trip to a local saw mill or lumber company.
8. Students bring samples of timbers grown locally. Have custodian cut samples into round shapes for table display. Students label blocks and look up information about their value and use.

RESOURCES:

I Want to Be a Tree; I Want to Be a Forester; a visit from a forester; wood samples

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Peach Orchard Manager - Community related

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

ACTIVITIES: (Continued)

1. Initiate assistance from high school agriculture teacher to visit class and teach the children how to graft one variety onto a rootstock.

2. On a map of South Carolina show areas of peach production - research temperature and climate effects on peach crop, as well as demand from other areas of the country. Information could be gained by writing the S. C. Peach Growers Association.

3. A visit to a peach orchard in which children are able to learn about year round responsibilities of an orchard manager.

4. Make a mural with children working in groups on different units of orchard work, such as budding, spraying, pruning, irrigating, etc. They should draw pictures and color them, writing a few lines under each picture.

5. Make a colorful room display by cutting out of colored flannel sun and trees as base, add drops of rain, next day take rain away and add leaves to trees, then blossoms, next day remove blossoms and add green fruit, next few days replace with ripened fruit. Leaves fall on ground.

RESOURCES: Peach Growers Association of S. C.; Visit to a peach orchard, construction paper, creative materials, flannel board and colored flannel pieces.

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Social Awareness

To understand that all jobs are dependent upon other jobs.

Economic Awareness

To understand the law of supply and demand (It helps determine occupational ch.)

GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Community Helper
Waitress - Social Relationships - Manners

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction.

(Continued)

ACTIVITIES:

1. Introduce the unit by establishing the types of eating places and restaurants which require waiters and waitresses. Such as table services, self services, counter-service, curb, and drive-in and catering service.

2. List and discuss the duties of a waiter and waitress.

3. Pupils will observe carefully the person waiting on them when they eat out with the family. The student can get each family member to notice details of the waiter's or waitress' service to them, and then record this information for discussion with classmates in school.

4. Pupils are divided into committees for working out a "mock" restaurant scene. One committee be in charge of making out and printing a menu, another in charge of table arrangements including dishes and silver ware (paper plates and plastic eating utensils can be brought from home), another committee for straighting the room after activity. Pupils should take turns being waiter and waitress and the patrons who will be served.

5. Make posters and bulletin board displays from magazine pictures of correct table settings and good manners while eating.

RESOURCES:

(Continued)

Ed. Reading Services: Mothers Work, Too, My Mother is a Waitress; Minipac Kit, Waitress; Visit from a restaurant owner; visit from waitress or waiter.

FOLLOW-UP ACTIVITIES:

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Elements and Element Objectives Continued:

Economic Awareness

To understand that some workers produce goods while others produce services.

Activities Continued:

6. The class could invite a restaurant manager to talk to the class about how he/she employs his/her waiters and waitresses.

7. The class could plan to invite a waiter or waitress to talk to the class about what it takes to be a successful waiter or waitress.

GRADE OR IGE UNIT: 3

SUBJECT: Health

EDUCATIONAL CONCEPT: Health Careers - Pharmacist

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To be aware of individual's capabilities and limitations.
2) To match an individual's abilities and interests with the skills and process needed in the world of work.

Decision Making

To realize that all decisions made have a cause and an effect.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To realize that society is dependent upon the work of many people.

(Continued)

ACTIVITIES:

1. A suggested way to introduce this unit would be a visit from a local pharmacist.
2. Let class devise questions to ask in terms of responsibilities and education needed.
3. List of terms should be identified which would be in the everyday vocabulary of a pharmacist. Terms such as drugs, capsules, solutions, tablets, sterile, purity, prescriptions, ingredients, medicines, mixing. After discussing terms, use dictionaries to clarify.
4. Borrow and collect materials and tools from a local pharmacist to display in the room. Cut pictures from magazines.
5. Set up a drugstore in one corner of the room with shelves displaying bottles. Let children label bottles (impress importance of labels.) Put crossbones on bottles with medicine that possibly might be poison or harmful.
6. Let children dramatize the pharmacist, his/her work. Play customers might call in for prescriptions to be filled.

(Continued)

RESOURCES:

DCA Educational Products - Drugs and the Body, set of 24 teaching transparencies, text, and teacher's guide. Visit from a pharmacist.

FOLLOW-UP ACTIVITIES:

Have children do reports on harmful drugs, such as marijuana, LSD and also misuse of drugs which are helpful when properly used.

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Elements and Element Objectives Continued:

Economic Awareness

To understand that some workers produce goods while others produce services.

Activities Continued:

7. Experiments could be used with chemistry sets.

8. This would be a good time to bring in the study of harmful drugs.
If possible, use DCA Educational Products - Drugs and the Body, set of 24 teaching transparencies, text and guide.

GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Exploring Careers in a Community

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

1) To appreciate all forms of work.
2) To recognize the vital importance of cooperative spirit.

Decision Making

To recognize that all decisions made have a cause and an effect.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

(Continued)

ACTIVITIES:

1. Show film strips to class to stimulate interest.
2. Display posters of community helpers.
3. Use of group work necessary to cover all facets of study. Divide groups according to individual interest.
4. Each group should be responsible for a bulletin board display of their particular interest. This can be done by cutting pictures from magazines to show each particular community helper at work.
5. A visit from various community helpers with questions organized by group members concerning each job.
6. Groups can participate in creating a miniature community. Use paint, milk cartons, etc.
7. Role playing can demonstrate interrelationships of community life and community helpers.

RESOURCES:

Instructor - community helpers; Troll Assoc., Community Helpers - (prim. - elementary); New York Times - I want to be; Troll Assoc., People Who Help Our Community.

FOLLOW-UP ACTIVITIES:

Use this project as an introduction to specific community helpers (i.e., grocery store owner, gasoline station attendant, bank teller, truck driver, cashier, waitress)

Elements and Element Objectives Continued:

Economic Awareness

1) To understand the system of exchange of goods and services.
2) To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Community Helper
Cashier - Social Relationships - manners

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Begin the discussion by identifying the functions of a cashier. Recognize the child's meaning of cash. Note that cash comes from "casse" which means money box. A cashier is the person who has charge of the money box.
2. Have a cashier visit class. Keep record and discuss what the cashier tells.
3. Take pupils to a short order shop to observe cashiers at work. Buy chicken and sandwiches for class picnic.
4. Make a list of the food served in short order shop.
5. Make a short order shop in the corner of classroom from boxes, cardboard, construction paper and tempera paint. Students dramatize buying food for class picnic. Role playing of cashier and customers for displaying proper manners. Make signs, posters, and decorations for short order business. Use paper money for making change. Practice taking orders over the telephone, making out tickets, packing the box, and collecting for the bill.
6. Make or decorate boxes to eat from. Make menu cards or posters. Draw original cartoons and other pictures about a short order business.
   Example: Cartoon of chicken, hamburger, hot dog, and other foods running for their lives from hungry children.
7. Dramatize the correct behavior of a cashier and the poor behavior displaying rudeness and unhappiness.

RESOURCES: A visit from cashier; visit to short order restaurant (ask for extra boxes, menus, paper hats, etc.) Construction paper, tempera paints.

FOLLOW-UP ACTIVITIES:

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GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Textile Opportunities

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To feel the dignity of self on an individual basis as well as in groups.
2) To realize that if work allows a person to exercise his/her positive self-concept and meet his/her needs, the performance will increase.

Attitudes & Appreciations

To develop healthy work habits.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Social Awareness

1) To understand that personal relationships with fellow workers are important

(Continued on Reverse Page)

ACTIVITIES:

1. Collect different kinds of cloth. (Scraps can be brought by children). Discuss man-made fabrics as opposed to natural fibers.
2. If possible, get copies of booklets, A Profile of Textiles, American Textile Mfg. Textile For You . . ., And How They Are Made, American Textiles Mfg.
3. Organize a small textile plant in your room. Interest of course will be the basis for organization of groups.
   A. Individual weaving machines can be constructed with strong cardboard. Using yarn, the children can gain first hand knowledge of weaving techniques. Things such as place mats and pot holders can be constructed and eventually sold for a small profit, enough to purchase more yarn.
   B. Another group can experiment with dying domestic cloth.
   C. A third group takes the dyed cloth and cuts patterns for models which have been cut from cardboard.
   D. The next group fits (glues) the pre-cut pieces of cloth on the models which can be displayed on a bulletin board as the finished product.
4. Individuals within each group should be given an opportunity to rotate from one group to another at which time a small training session will be necessary.

(Continued on Reverse Page)

RESOURCES:

Booklets: A Profile of Textiles and Textile for You . . . And How They are Made, by American Textiles, Mfg.- Scrapes of Cloth, Dye, Cardboard, Yarn

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Social Awareness

to job satisfaction.
2) To understand that all jobs are dependent upon other jobs.

Activities Continued:

5. Pride should be encouraged in each group stressing the quality of each job performed.

GRADE OR IGE UNIT: 3

SUBJECT: English

EDUCATIONAL CONCEPT: Communication - Telephone Operator

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To know that a tentative career choice should be based on attitudes, values, and interests and requires in depth study.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

(Continued on Reverse Page)

ACTIVITIES:

1. Have pupils write business letters to the Bell Telephone Co. for a kit to be used in the classroom and any materials available.
2. Write an invitation to a telephone operator to visit the classroom and talk to the children.
3. Make a class directory of names of pupils in class, their telephone numbers, put in alphabetical order.
4. Role play a telephone operator by demonstrating and practicing using alphabetical listings and yellow pages in directories.
5. Practice dialing the telephone, getting information and obtaining assistance from the operator.
6. Demonstrate how to use a pay phone.
7. Look up emergency numbers in the directory.
8. Dramatize calling a doctor when ill, friends for pleasure, home when you're going to be late, or bus company for travel schedule.

RESOURCES:

Bell Kit - Teltraining Programs. The kit includes a pair of telephones, teacher's guide, booklets, wall charts and films.

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Social Awareness

To realize that society is dependent upon the work of many people.

GRADE OR IGE UNIT: 3

SUBJECT: Health

EDUCATIONAL CONCEPT: Nutrition - Dietician

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To recognize that all decisions made have a cause and effect.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs of home members and school personnel.

(Continued on Reverse Page)

ACTIVITIES:

1. Invite the school dietician to talk to the class and explain her/his job in planning their lunches.
2. Use chapter in health books which would enhance discussion of well-balanced diet.
3. Show any film available that correlates with nutrition.
4. Make a bulletin board showing well-balanced meal.
5. Group discussion about "balanced diets", why children should eat their lunch.
6. Make models of fruits and vegetables from clay or papier mache'.
7. Prepare a "taste box" using common foods such as apple, banana, onion, salt, sugar, etc., (let children taste what food it is), pop popcorn to hear, taste, see, smell, and feel.
8. Children could bring favorite recipes and experiment with some of the simple ones at home or school.

(Continued on Reverse Page)

RESOURCES:

Health Text, School dietician, films which correlate with nutrition. Old menus from restaurants and hospitals.

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Social Awareness

To be able to accept criticism and direction to assume responsibility.

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GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Transportation - Truck drivers

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.
2) To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Research in library about truck drivers. Purpose - to find out about numerous driving occupations. Total class participation.
2. Committees can be formed to organize and display introductory material about truck drivers.

   A. One group can bring in books chosen from the library to investigate the numerous driving occupations available.

   B. A second group can set up a bulletin board to display information gathered about trucking jobs as well as pictures of various trucks. There also could be a list of good driving practices devised for display on bulletin board.

   C. Another group might write a letter to a local truck terminal requesting that a driver come to speak to the class about the various tasks.

3. A total class project might be to design a scrapbook which depicts the major types of commercial transportation, showing the related job families of a truck driver. For instance, the dependency of local stores on the trucking industry.

(Continued on Reverse Page)

RESOURCES:

Library books, truck driver, visit to a terminal.

FOLLOW-UP ACTIVITIES:

Activities Continued:

4. If possible, a visit to a trucking terminal where pupils have an opportunity to get first hand knowledge of total terminal operations.

GRADE OR IGE UNIT: 3

SUBJECT: English

EDUCATIONAL CONCEPT: Communication - Newspaper reporter

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES: (Continued on Reverse Page)

1. Request that every child bring a newspaper to class.
2. Careful study and special attention should be given to the various sections of the paper and the different aspects of each. The papers can then be cut into the various sections in a bulletin board display.
3. Special interest groups should then be determined. Have each group compile questions concerning the specific interest.
4. At this point, a field trip would be a valuable asset, exposing each child to a realistic picture of the newspaper industry. At this time, group questions could be answered.
5. Back in the classroom plans can be made to publish a small newspaper. Job assignments should be made in correlation to interest and knowledge gained from field trip. Library books can be used also.
6. A visit from a high school newspaper staff to give pointers and actually assist individual groups in the gathering and publishing of information.
7. Newspapers might be sold for small fee. Money should be used to pay for paper, ink, and any other materials. Even token payment would instill economic values.

RESOURCES: A visit to a newspaper office. Visit from high school newspaper staff, library books.

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Economic Awareness

To apply knowledge of economic responsibilities to career decisions.

GRADE OR IGE UNIT: 3

SUBJECT: English

EDUCATIONAL CONCEPT: Postman

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction in work.

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

Decision Making

To be knowledgeable about the flexibility of career decisions.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. A visit to a post office would create a good introductory.
2. A visit from the local postman could cause great interest, especially if he/she delivers to the school.
3. Display postal helpers posters on bulletin board.
4. In February or December, have children make mailbags from paper sacks. Let children address their own valentines or Christmas cards and place in mailbags.
5. The teacher and children may make a large mailbox for the back of the room. At a given time each day, the children may mail a certain paper, such as math or English. The helper for the day may be the postman and collect the papers for the teacher (Post Office).
6. Small mailboxes could also be made by children for receiving their papers after they had been checked.
7. The helper may wear a postman's hat.

RESOURCES:

SVE - postal helpers - A visit to post office, a visit from postman, postman's hat, film (possibly provided by postal service).

FOLLOW-UP ACTIVITIES:

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GRADE OR IGE UNIT: 3

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Transportation - Airline careers

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Educationnal Awareness

To understand that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know that work organizations are human organizations.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.

(Continued)

ACTIVITIES:

1. If available, show film strips and films on air travel and airport service.

2. A visit to an airport is a most valuable experience and if possible actually boarding a plane. Students should be required to ask questions and gather all pamphlets and information concerning airports and airplanes. This information will be used in future projects.

3. A resource person provides a dynamic insight to air travel. Possibly an employee of an airline or airport. The class as a whole should participate in forming pertinent questions for the visitor.

4. Library books should be selected and displayed concerning the history of airplanes. Various members of the class should participate in reports on airplanes. Original drawings and pictures can be organized into bulletin board displays.

5. An imaginary airplane trip would give each child a chance to participate or view first hand some of the actual jobs involved in air travel. This project will allow students to organize materials that were gathered on the field trip and properly represent each airline employee. The individual teacher can determine how detailed the imaginary plane ride will be, however, the ticket

(Continued)

RESOURCES: Ed. Dev. Corp. - Airport Service; Singer - Air Travel Today
Troll Assoc. - Classroom Journeys - Airport; Library books about airplanes; Resource Person; Field Trip to an airport

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Social Awareness

2) To realize that an individual's work affects his/her standard of living.

Economic Awareness

To understand the economic implications brought about when a career decision is made.

Activities Continued:

agent, baggage clerk, crew members, stewardesses, and maintenance crew would all be valuable people to represent.

GRADE 4

GRADE OR IGE UNIT: 4

SUBJECT: Science

EDUCATIONAL CONCEPT: Living things are in constant change (soil)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction in work (the job may be school).

Decision Making

1) To know and practice the components of the decision making process:
   1. Identify problem.
   2. Consider alternatives.
   3. Consider consequences.
   4. Select the best alternatives.
   5. Implement the best alternative.
   6. Evaluate the results.
2) To know that a tentative career choice should be based on attitudes, values, and interests requires in depth study.

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for most jobs.
2) To understand that specialized skills lead to interdependency of jobs.

ACTIVITIES: (Continued on Reverse Page)

1. Reading material "The Soil Story" by publishers.
2. Film: Earth's Changing Surface.
3. Filmstrip: Building the Soil
4. Resource speaker: nursery operator, horticulturalist
5. Maps and pamphlets from county soil conservationist
6. Resource speaker: local landscaper

RESOURCES: George Shaftel and Helen Heffernan, from "Man Improves His World Series", L. W. Singer, Inc., 249 W. Erie Blvd., Syracuse, N.Y. 13202; McGraw-Hill Publishing Co., Text Film Dept., 330 W. 42nd St., New York, N.Y. 10036; McGraw-Hill

FOLLOW-UP ACTIVITIES:

Mapping, topography; Make a model of a river to observe changes in land through running water (card board trough down to glass dish) - pour water little at time on sand bed at top of trough.

Elements and Element Objectives Continued:

Career Awareness

1) To know the jobs necessary to maintain the community.
2) To realize that geographical location determines the kinds of work found therein.

Economic Awareness

To realize that when needed jobs are in short supply, the pay is higher (these workers can charge directly for their services.)

GRADE OR IGE UNIT: 4

SUBJECT: Science

EDUCATIONAL CONCEPT: A comet, like the moon may travel in a predictable orbit.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To understand the need to make a meaningful career choice (individuals are responsibile for their career planning and personal values relate to life choices.)

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

1) To compare and contrast local jobs to national and international jobs.
2) To realize that hobbies and interests may lead to a vocation.
3) To know that vocational choice is determined by social, individual and economic factors, each of which may operate independently on an individual.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

1. Film: Asteroids, Comets, and Meteorites
2. Resource speaker - astrologist from local university
3. Library research for background for becoming astrologist.
4. Field trip to an observatory.
5. Research on Newton and Halley's Comet.

RESOURCES: Film Associates of California, 10511 Santa Monica Blvd., Los Angeles, California 90025

FOLLOW-UP ACTIVITIES:

Children model the orbit of a comet (use protractor, drinking straw, paper clip, string, tape, compass; information secured from any accredited encyclopedia) Research shows possible predictions of appearance; use World Almanac.

GRADE OR IGE UNIT: 4

SUBJECT: Science

EDUCATIONAL CONCEPT: Rock Study

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction in work (the job maybe school.)

Attitudes & Appreciations

1) To know that the ability to perceive the environment affects one's attitudes toward work.
2) To realize work means different things to different individuals.

Decision Making

To be competent in the verbal and written analysis of alternatives.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To know that work is a means of developing social relationships (i.e., acquiring social status and prestige.)

ACTIVITIES:

1. Resource speaker: any local person who collects rocks and has the knowledge of them. (Amateur view)

   a. Research on geologist in connection with rock study.
   b. Film: Rocks that Form on the Earth's Surface

2. Film: Story in Rocks

3. Rock collection for groups of five. Labeling and arranging in an acceptable order according to classification.

4. Geologist from local university - presentation of rocks present in S. C. and status gained in the field of geology. (Professional view)

RESOURCES: Educators Progress Service, Inc., Randolph, Wisconsin (Free)
Film No. 6444, S. C. State Depart. of Education, Audio-Visual Library, 1513 Gervais St., Columbia, S. C. 29201

FOLLOW-UP ACTIVITIES:

Evaluate class collections. Select best samples in different varieties, using research books. Make sure that a rock sample of each of S. C. rocks has been collected. Make one collection - label, mount, and make presentation to school.

GRADE OR IGE UNIT: 4

SUBJECT: Science

EDUCATIONAL CONCEPT: Purification of Water

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

1) To recognize that all decisions made have a cause and an effect.
2) To know and practice the components of the decision making process:

    1. Identify problem
    2. Consider alternatives
    3. Consequences
    4. Select

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for most jobs.
2) To understand that specialized skills lead to interdependency of jobs.

Social Awareness

To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Film: A Visit to the Water Works
2. Field trip to local filtration plant.
3. Resource speaker: chemist, marine biologist or lab technician, engineer and operations manager
4. Environmental control career pictures - (12) Weekly Reader
5. Resource speaker from local health department in the field of environmental health.

RESOURCES: Local commissioners of public works for information, pamphlets
Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois 60613

FOLLOW-UP ACTIVITIES:

Making a model of a water purifying plant; (using actual chemicals) sub-concept; different processes are used to purify water. Simple experiment includes quart jar, 2 inches of soil, fill with water, stir, and observe.

GRADE OR IGE UNIT: 4

SUBJECT: Math

EDUCATIONAL CONCEPT: Addition and Subtraction are considered together as inverse operations.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Decision Making

To recognize that all decisions made have a cause and an effect.
To know that career decisions must correlate with one's goals in life.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Economic Awareness

To understand the difference between the money exchange system and the barter system.

ACTIVITIES:

1. Have a classroom flea market. Divide class into 5 groups. Let each group be responsible for price tags, taking in money, giving change, and dispersing the proper amount of money to each seller in the group.

2. Resource speaker: service station manager
   a. Mechanic decision in repairing auto and auto parts
   b. Ordering materials to operate station - gasoline, oil, anti-freeze, etc.
   c. Reading gauges to determine more or less amounts of air pressure in tires, shocks, etc.

3. Resource speaker: service station manager to have answer and question period.

4. Film: Why We Use Money

RESOURCES: South Carolina Department of Education, Audio-Visual Library, 1513 Gervais Street, Columbia, S. C. 29201

FOLLOW-UP ACTIVITIES:

Use money made from the flea market to purchase materials for class. Have students keep record of how much spent and how much left.

GRADE OR IGE UNIT: 4

SUBJECT: Math

EDUCATIONAL CONCEPT: Liquid Measurement

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

(Continued on Reverse Page)

ACTIVITIES:

1. Resource speaker: pharmacist to show exactness of measurement in work.
2. Resource speaker: dietician of school to show greater amounts of measurement used with more people.
3. Stress importance of following directions in detail or suffer the consequences. Simple dye experiment as follows:

   Tie-dye T-shirts with rit using printed directions. List steps for tying knots on chart. Groups of 5 for each color - independent dying.

RESOURCES: Art references in library pertaining to tie-dying or consult art teacher.

FOLLOW-UP ACTIVITIES:

Groups of five work together to discover equivalences in liquid measurement. Supply tablespoons, measuring cups, pints, quart and gallon containers; water; label each. Individuals make chart as follows:

(Continued on Reverse Page)

Elements and Element Objectives Continued:

Social Awareness

To understand the need for cooperation in the completion of tasks.

Follow-Up Activities Continued:

Table spoons	Cup	Pint	Quart	Gallon
16	1			
32	2	1		
	4	2	1	
	16	8	4	1

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GRADE OR IGE UNIT: 4

SUBJECT: Math

EDUCATIONAL CONCEPT: The use of Geometric Concepts of Angles and Lines

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledg

To develop a realistic self perception of individual abilities as they relate to career choices.

Decision Making

To learn to reevaluate a prior decision when new information is available.

Educational Awareness

1) To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.
2) To recognize that there are many training channels directed toward job entry.

Career Awareness

To compare and contrast local jobs to national and international jobs.

Economic Awareness

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer.)

ACTIVITIES:

1. Resource speaker: weather service specialist from local airport. National oceonic and atmospheric department
2. Field trip to local weather station at airport.
3. Students make and keep a weather chart for 1 week consisting of temperature, precipitation, humidity, barometric pressure. Same resource speaker.
4. Film: Reading Weather Maps

RESOURCES: State Dept. of Education, Audio-Visual Library, 1513 Gervais St., Columbia, S. C. 29201; Film No. 6342

FOLLOW-UP ACTIVITIES:

Using past weather information, let the class select personnel to report daily weather forecast to student body eachday for 1 week (on intercom system if possible). The whole class should participate in prediction with a final decision being reached

GRADE OR IGE UNIT: 4

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Foods around the world

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve personal satisfaction in work.

Attitudes & Appreciations

To understand the need to make a meaningful career choice.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Career Awareness

1) To realize that geographical location determines the kinds of work found therein.
2) To realize hobbies and interests may lead to a vocation.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

1. Film: Families Around the World
2. Film: Foods Around the World
3. Resource speaker: gourmet
4. Tasting party, using foods from around the world

RESOURCES: Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois 60091
S. C. State Dept. of Education, Audio-Visual Library, 1513 Gervais St., Columbia, S. C. 29201; local gourmet can supply pamphlets

FOLLOW-UP ACTIVITIES:

Geographical map of foods eaten in each location.

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GRADE OR IGE UNIT: 4

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Forest Conservation

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

1) To recognize the vital importance of a cooperative spirit.
2) To develop healthy work habits.

Career Awareness

1) To know that much of one's total life routine is organized around the work one does.
2) To realize that geographical location determines the kinds of work found therein.

Social Awareness

1) To understand that all jobs are dependent upon other jobs.
2) To realize that society is dependent upon the work of many people.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Field trip to fire tower - also arrange for demonstration of equipment at the site.
2. Films available through local county fire ranger.
3. Resource speaker: fire warden
4. Resource speaker: county fire ranger

RESOURCES: U. S. Dept. of Forestry - county office (for films and pamphlets)

FOLLOW-UP ACTIVITIES:

"Smokey the Bear" Junior Ranger Booklets from U. S. Dept. of Forestry. Use effectively during fire prevention week. Art activity - pictures of fire prevention and conservation. Display for school.

GRADE OR IGE UNIT: 4

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Movement of goods through transportation on wheels (trucks, cars, bus)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that the need for security causes many workers to keep the jobs they have.

Attitudes & Appreciations

1) To appreciate all forms of work.
2) To learn to analyze working roles according to advantages and disadvantages.
3) To develop healthy work habits.

Economic Awareness

To understand the system of exchange of goods and service.

ACTIVITIES:

1. Resource speaker: possible truck driver (local trucking company or parent) also truck demonstration if possible.
2. Question and answer period following speaker.
3. Film: Who Works with Cars, Buses and Trucks.

RESOURCES: Visualized Instructional Production, LTD., 1200 Harger Road, Suite 521, Oak Brook, Illinois 60521; booklets and pamphlets from Motor Transportation Association of S. C., 2425 Devine St., Columbia, S. C.

FOLLOW-UP ACTIVITIES:

Individual booklets (which have activities) from the above address; Display of transportation and types of goods moved by each.

GRADE OR IGE UNIT: 4

SUBJECT: Social Studies and Health

EDUCATIONAL CONCEPT: Wheat and the importance of bread

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction in work (the job may be school.)

Attitudes & Appreciations

1) To learn to analyze working roles according to advantages and disadvantages.
2) To develop healthy work habits (e.g., dependability and responsibility in a variety of settings)

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Social Awareness

1) To understand that all jobs are dependent upon other jobs.
2) To realize that society is dependent upon the work of many people.

Economic Awareness

1) To understand the system of exchange of goods and service.

ACTIVITIES: (Continued on Reverse Page)

1. Resource speaker: baker from local bakery or doughnut shop. Have students ask questions.
2. Filmstrip and cassette: "Getting to Know the Bakery"
3. Field trip to local bakery or doughnut shop.
4. Film: "The Baking Industry"
5. Film: "Wheat-Food for the World"

RESOURCES: Troll Associates, 320 Rt. 17, Mahwah, New Jersey 07430
Film No. 3387, State Dept. of Education, Audio-Visual Library, 1513 Gervais St., Columbia, S. C. 29201; Farm Film Foundation, 1425 H Street, N.W., Washington, D. C. 20005

FOLLOW-UP ACTIVITIES:

Groups of five, separate assignments:
Group (1) Bulletin board of wheat as it is harvested in steps and transported to factory (harvest grain elevator, and distributed to various buyers (bakery, doughnut factory, etc.).

(Continued on Reverse Page)

Elements and Element Objectives Continued:

Economic Awareness

2) To understand the law of supply and demand, (it helps determine occupational choice).

Follow-Up Activities Continued:

Group (2) Display of various products made from wheat and wheat products.

Group (3) Gather wheat, separate husk from seed, and grind into flour using primitive tools used by early Indians.

Group (4) Teacher supplies this group with simple recipe for yeast bread. Step by step, group prepares bread for baking. School dietician bakes bread for children to sample.

Group (5) Research health importance of bread and make bulletin board on results.

Group (6) List different jobs in bakery and make brief description of each and possible mural.

GRADE OR IGE UNIT: 4

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: South Carolina Celebrations

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction in work (the job maybe school.)

Attitudes & Appreciation

To realize that work means different things to different individuals.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To learn that human relations skills (e.g., communication) are as necessary as computational skills.

Career Awareness

1) To compare and contrast local jobs to national and international jobs.

(Continued on Reverse Page)

ACTIVITIES:

1. Resource speaker: city manager to talk about his/her job as a planner of celebrations in his/her area of the state.
2. Film and pictures of previous celebrations held in local area.
3. Research on celebrations of S. C. and how they relate to those at national level.
4. Choose celebrations of your area and create mural (on p.191 is a list of celebrations in S. C.)

RESOURCES: Films, pictures and pamphlets from local chamber of commerce, sandlapper

FOLLOW-UP ACTIVITIES:

Choose 1 celebration of your area - carry out planning procedures to follow actual event and evaluation of the "Mini-Celebration" (suggestion for Piedmont area) "Mini-Peach Festival" - relate to math, social studies, music, science, language, arts, health, as follows:

(Continued on Reverse Page)

Elements and Element Objectives Continued:

Career Awareness

2) To realize that geographical location determines the kinds of work found therein.

Social Awareness

To appreciate the fact that customs, traditions and attitudes of society affect the world of work.

Follow-Up Activities Continued:

Math
(1) Learn bushels and pecks
(2) Cost of peaches
(3) Graph the market price of peaches

Social Studies
(1) Study of counties - which one produces most peaches?
(2) Locate Greer on map and introduce the term "Piedmont"
(3) Make map of parade route
(4) Field trip to peach orchard and peach shed
(5) Elect parade marshal and queen

Science
(1) Study parts of peaches
(2) Plant a peach seed
(3) Insects and insecticide

Language Arts
(1) Write about field trips
(2) Class newspaper about classroom festival
(3) Learn vocabulary

Health
(1) Wash peaches before eating

Music (sample, such as this)
(1) Choral reading
All Which county is the best in the good 'ole S. C.?
One Columbia is the capital of our State. That proves RichlandCounty is really great.
One But what about Charleston's sunny shore? It's the best around-don't look anymore.
One Then there's Greenville's Blue Ridge Park. If you think it's not the grandest, you're in the dark.
One Myrtle Beach is swinging in Horry County. Sun and fun are within its bounty.
One But don't forget Spartanburg has 4 colleges. I'm sure this county is full of knowledge.
All Which is the best county in good 'ole S. C.? Which is the best county for you and me? Put them all together - it's plain to see. No one is better than the rest. They are all good, better, and best. With 46 counties that are really great, South Carolina is the best in the United States.

Vocabulary

peach	peck	grading
orchard	queen	contest
tournament	piedmont	float
bushel	festival	parade

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The following list of celebrations is not complete. It is, however, a starting point for the teacher to use as she decides which celebrations her/his class will be allowed to choose from.

Flowers

Festival of Roses
Iris Festival
South Carolina Festival of Flowers

Fruit

Peach Festival
Watermelon Festival
South Carolina Grape Festival
South Carolina Apple Festival

Beach

Grand Strand Spring Fling
Sun Fun
Square Dance
Indian Summer Days
South Carolina Bluegrass Festival
George Washington Days

Miscellaneous

Frog Jumping Contest
Come-See-Me Festival
Greek Spring Festival
Purple Martin Festival
Hillbilly Days
Railrode Daze
Chittlin' Strut
Carolina Summer Jazz Festival
Beaufort County Water Festival
Red Carpet Festival
Southern 500
Tricentennial

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GRADE OR IGE UNIT: 4

SUBJECT: Language Arts

EDUCATIONAL CONCEPT: Written Expression and Publication of a Newspaper

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To develop a realistic self perception of individual abilities as they relate to career choice.
2) To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

Decision Making

To recognize and accept others decisions.

Educational Awareness

1) To know that school is a job which requires certain basic skills for success.
2) To learn that human relations skills are as necessary as computational skills.

(Continued)

ACTIVITIES:

1. Filmstrip: Structure of a Newspaper
2. Report school news from each class (written).
3. Cassette: Draftmans Newspaper Reporter
4. Select editor-in-chief and department heads as well as reporters.
5. Writing of articles to be selected.
6. Field trip to local newspaper printing company.
7. Select articles to be put in paper by popular vote.
8. Actual assimulation of rough draft of the newspaper; revise, prepare for stencil; stencil; assemble paper; evaluate and proofread.

RESOURCES: VEC (Visual Education Consultants), Inc., Madison, Wisconsin 53701
Ed. Sensory Programming, Jonesboro, Arkansas 72401

FOLLOW-UP ACTIVITIES:

Distribution of papers to school.

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Elements and Element Objectives Continued:

Career Awareness

1) To compare and contrast local jobs to national and international jobs.
2) To recognize that an individual may be suited for numerous different occupations.
3) To know that much of one's total life routine is organized around the work one does.

Social Awareness

1) To be able to accept criticism and direction to assume responsibility.
2) To know that work is a means of developing social relationships.

Economic Awareness

To recognize the financial and legal tools that govern and protect the worker.

GRADE OR IGE UNIT: 4

SUBJECT: Language

EDUCATIONAL CONCEPT: Awareness of variety of parent's jobs

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

1) To recognize the vital importance of a cooperative spirit.
2) To appreciate all forms of work.
3) To know that the ability to perceive the environment affects one's attitudes toward work.
4) To develop healthy work habits.
5) To realize that work means different things to different individuals.

Career Awareness

To know the jobs of home and school personnel.

ACTIVITIES:

1. Resource speakers: parents of students in class.
2. Role playing.
3. Research job interviews.
4. Each child interviews parent about their job and composes a summary of the job.
5. Resource speakers: parent only. Limit 5 per class.

RESOURCES: Chamber of Commerce to gain list of various jobs in community, broadening knowledge of varying jobs.

FOLLOW-UP ACTIVITIES:

Mural of jobs; play a version of "What's My Line?"

GRADE OR IGE UNIT: 4

SUBJECT: Language Arts

EDUCATIONAL CONCEPT: Famous People in South Carolina

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To recognize and accept others decisions.

Career Awareness

To realize that occupations are rated according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

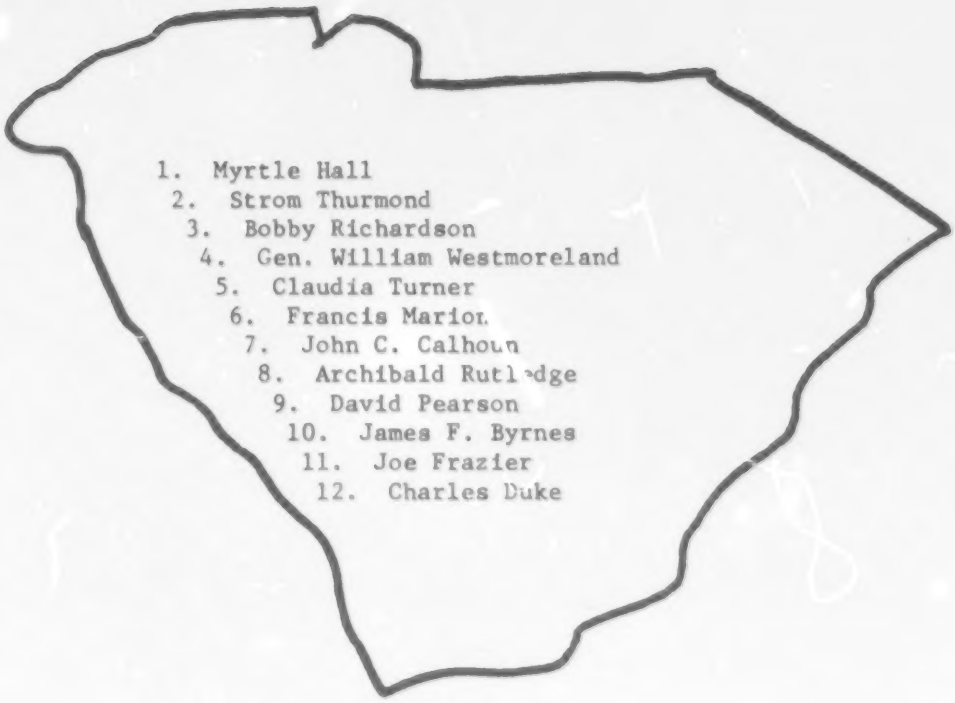
1. Compile list of at least 12-15 famous people in South Carolina (sample on p. 196).
2. Group in two's or three's to do research on each person and why they are famous as a South Carolinian.
3. Groups compose simple poem about that person (never mentioning name).
4. Obtain clothing suitable for that person as a career person and model in "This is Your Life, South Carolina" activity.
5. Class presentation to other classes with guessing of each person following each appearance.
6. Plan and write closing song. After all appearances have been made - close the show with a song written by class to the tune of some familiar melody (Oh, Susanna).

RESOURCES: School library; county library; State Capital

FOLLOW-UP ACTIVITIES:

Field trip to nearest place of interest concerning the famous person in South Carolina.

SAMPLE LIST OF FAMOUS PEOPLE IN SOUTH CAROLINA



GRADE OR IGE UNIT: 4

SUBJECT: Health and Science

EDUCATIONAL CONCEPT: Pet Care

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction in work (the job may be school).

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. Let each child put himself/herself in his/her pet's place and make a list of things to keep him/her happy and healthy.
2. Film: Care of Pets
3. Resource speaker: veternarian
4. Make a chart of things done daily, for each pet over a period of 2 weeks - (grooming, feeding, medical exercise). At the end of 2 weeks, have a pet show to determine winners in categories of 1) best looking 2) healthiest looking 3) well-trained, etc. Make sure each pet is classified according to kind. Give prize in each class.

RESOURCES: Film No. 6011 South Carolina Department of Education, Audio-Visual Library, 1513 Gervais Street, Columbia, S. C. 29201; pamphlets gathered from local health department and animal shelters on pet care.

FOLLOW-UP ACTIVITIES:

Make bulletin boards in groups showing pets and their care.

GRADE OR IGE UNIT: 4

SUBJECT: Health

EDUCATIONAL CONCEPT: Nutrition

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

Decision Making

To possess self knowledge when making realistic life choices.

Career Awareness

To relate home and school jobs to community functions.

Economic Awareness

To identify within the home unit; what is available, needed, wanted, luxury.

ACTIVITIES:

1. School dietician for nutritional health importance.
2. Film: Foods that Build Good Health
3. Resource speaker: county home economist
4. Group activity using newspaper grocery advertisement pages; amount of money to spend for one balanced meal ($10.00)
5. Skills developed in math, health practices and economic management.

RESOURCES: Coronet Films, Coronet Bldg., Chicago 1, Illinois; pamphlets and information from Clemson University, Dept. of Agriculture, Clemson, S. C.

FOLLOW-UP ACTIVITIES:

Class planning of one school lunch using budget of school with help of dietician.

GRADE OR IGE UNIT: 4

SUBJECT: Health

EDUCATIONAL CONCEPT: Safety at home

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for most jobs.
2) To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Film: Let's Be Safe at Home
2. Filmstrip: Safety for Children
3. Resource speaker: county rescue squad for demonstration and lecture.

RESOURCES: McGraw-Hill Publishing Co., 330 West 42nd St., New York, N.Y. 10036
Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois

FOLLOW-UP ACTIVITIES:

Individual inspection of home for possible causes of accidents; group for study of preventive measures; compose charts of safety rules in home; emergency first aid at home (procedures).

GRADE OR IGE UNIT: 4

SUBJECT: Health

EDUCATIONAL CONCEPT: School bus safety - behavior and accident prevention

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.
To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit, as well as the school or social setting.
To recognize the vital importance of a cooperative spirit.

Decision Making

1) To be able to cope with the consequences of personal decisions.
2) To recognize that all decisions made have a cause and an effect.
3) To be able to solve school related problems.
4) To recognize and accept others decisions.
5) To learn to reevaluate a prior decision when new information is available.
6) To know and practice the components of the decision making process.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES: (Continued)

1. Film: Rock and Roll

2. Film: School Bus Patrol

3. Compare films and make class list of acceptable behavior on bus.

4. Resource speaker: school district transportation manager.

RESOURCES: Films may be secured from American Automobile Association for Traffic Safety (through local automobile clubs - (3 weeks notice); pamphlets called "Join the School Bus Safety Team" can be secured from the S. C. State Dept. of Education, 1513 Gervais St., Columbia, S. C. 29201

FOLLOW-UP ACTIVITIES:

Circulate before and after films to other classrooms in building. Have each class recognize acceptable behavior. Inform classes that moving pictures have already been made of them being transported from school to home (candid shots). Then, tell them that since they viewed the films, another day will be chosen again to take candid shots to see, if any improvement has been made. Amateur pictures will be sent to each classroom for viewing.

Elements and Element Objectives Continued:

Social Awareness

To relate the similarity between the order and structure of a school environment to society at large.

GRADE OR ICE UNIT: 4

SUBJECT: Health

EDUCATIONAL CONCEPT: Physical Fitness

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that everyone is responsible for his/her own actions.
2) To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To recognize and accept others decisions.

Career Awareness

To know the jobs of home members and school personnel.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction.

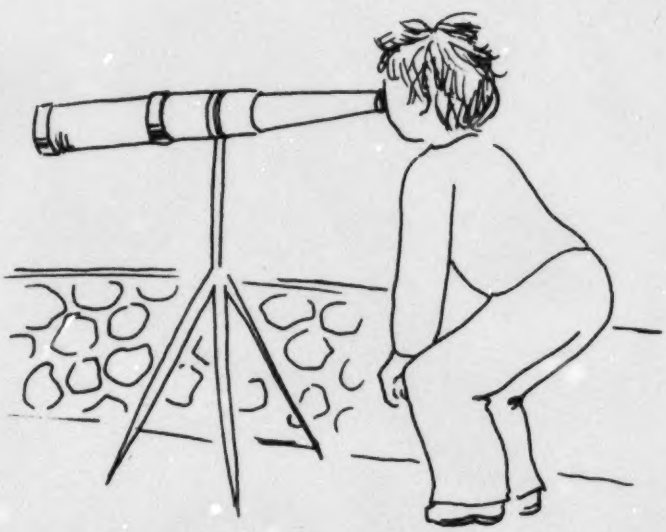
ACTIVITIES:

1. Film: Exercise Can Be Fun
2. Resource speaker: school principal
3. Film: "The Junk Playground" - Plan a "junk playground" (using materials: old tractor tires, barrels, saw horses, etc.) parents, teachers, class and volunteer school personnel, P.T.A., construct "junk playground" in designated area.

RESOURCES: Film: S. C. State Dept. of Education, Audio-Visual Library, 1513 Gervais St., Columbia, S. C. 29201; Film: Royal Danish Consulate General, 360 North Michigan Ave., Chicago, Illinois 60601

FOLLOW-UP ACTIVITIES:

Evaluate advantages and disadvantages of junk playground by extensive use by entire school.



GRADE OR IGE UNIT: 5

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Families and Homes of Colonial America

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To learn that the individual must be adaptable in changing society
Attitudes & Appreciations
To appreciate all forms of work (dignity of all jobs)
Career Awareness
To realize that geographical location determines the kinds of work found therein
Social Awareness
To realize that society is dependent upon the work of many people

ACTIVITIES:

Goals:
1. To learn how the English Colonists in America solved the problems of living in a new environment and fulfilled their basic needs and wants.
2. Understanding the colonists as real people who faced and solved real problems as people do today.

Study: The early American Societies, how they lived and worked.
1. Map Study - locate historical places.
2. Research different type dwellings used by different people.
3. Comparison of foods used and preserved by the colonists to those of today, table manners, making of clothes.
4. Construction: crude cabins, sod roof
5. Research - how synthetic materials are made.
6. Field trip to a nearby plantation or restored colonial home or town.
7. Filmstrip - Homes of Early Americans
8. Make candles.
9. Make collage from pictures of colonial ways of life and those of today.

RESOURCES:

Field trip to plantation.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Indian Societies

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations
To appreciate all forms of work (dignity in all work)
Decision Making
To know and practice the components of the decision-making process
Career Awareness
To know that much of one's total life routine is organized around the work one does
To realize that geographical location determines the kinds of work found therein
Social Awareness
To realize that society is dependent upon the work of many people

ACTIVITIES:

1. Study textbook on (a) how Indians got to America; (b) found ways to satisfy their needs for food, clothing, shelter, government, recreation, and religion; (c) worked together for the good of all.
2. Study how they were like and different from people today.
3. Study how the first American used what he/she had in his/her environment and compare that with today.
4. Divide the class into groups. Give each group a section of Indians to make a typical village in a box, (woodland, plains, desert, sea). Each group must decide what they will place in their village.
5. Research for upper students or entire class an Indian tribe or a famous Indian.

RESOURCES:
Films - "Cave Dwellers of the Old Stone Age," "Woodland Indians of Early America."
Filmstrips - American Indian Cultures: Plains and Woodland, Duplicating Indians of the Woodland and Plains
Indian Cultures of the Americas - Ency. Brittanica
Books - Indians of the Desert and Sea

FOLLOW-UP ACTIVITIES:

Art Project

GRADE OR IGE UNIT: 5

SUBJECT: Health

EDUCATIONAL CONCEPT: Development of Self-Concept

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations

ACTIVITIES:

1. Read and study the textbook on feelings, emotions, feeling good about me, etc.
2. Use DUSO Kit or SRA Kit on self-concept throughout the year. (Includes situations, discussions of solutions, role playing, etc.).
3. Have discussions concerning feelings.
4. Get across to students that people have different feelings, abilities, and hopes, but they are all worthy people.

RESOURCES:

DUSO Kit

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Health

EDUCATIONAL CONCEPT: Community Health Program

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know that work organizations are human organizations

Economic Awareness

To know that most people spend their lives serving or in the service of others

ACTIVITIES:

Goals:

1. To introduce careers in health related fields.
2. To acquaint students with how the state, local, and national health organizations work.
3. To give students a respect for correct use of medicines and drugs.
4. To understand that doctors are friends.

Activities:

1. Make a health booklet including a page of emergency numbers.
2. Have community health speakers.
3. Do research on health organizations.
4. Use filmstrips, records, tapes on community health workers.
5. View picture charts related to community health.
6. Discuss prescription drugs, over-the-counter drugs, poisonous drugs, and poisonous articles.

RESOURCES:

Resource person - Hospital Personnel Supervisor

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Health

EDUCATIONAL CONCEPT: Basic Foods Needed for a Healthy Body

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand that everyone is responsible for his own actions
Career Awareness
To know the jobs necessary to maintain the community
Social Awareness
To understand the need for cooperation in the completion of tasks

ACTIVITIES:
1. Study foods and food groups
2. Make charts on basic food groups.
3. Have students use magazines to find examples of nutrients.
4. Show filmstrips on bakery.
5. Show movies from Dept. of Agriculture on meat processing and grading.
6. Visit a bakery.
7. Visit a grocery store dairy.
8. Make mural of milk processing.
9. Study careers related to food handling.
10. Each student make a record of everything eaten for a three day period. Have them see if they fulfilled their minimum daily requirements.

RESOURCES

Filmstrips on bakery, movies from Dept. of Agriculture.
Field trips to bakery and dairy.

FOLLOW-UP ACTIVITIES:

Divide the class into five groups; give each group $1.00 to buy something they have never eaten before. Make bread.

GRADE OR IGE UNIT: 5

SUBJECT: Health

EDUCATIONAL CONCEPT: Substance Abuse

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand that everyone is responsible for his/her own actions
Attitudes & Appreciations
To recognize the vital importance of a cooperative spirit
Decision Making
To apply the decision making process to home and social problems
Social Awareness
To understand the need for cooperation in the completion of tasks

ACTIVITIES:

1. Study the text and discuss, especially tobacco.
2. Find very small pictures in the magazine (1"x1") that could be used as slides to tell what the class has learned.
3. Each child makes one slide about substance abuse.
4. Show the slides making sure all points are covered. If they are not, make more slides and cast out duplicates.
5. Have each child make up something to say about his/her slide.
6. Arrange the slides in an appropriate order.
7. Make a tape recording of the comments allowing time to change slides.
8. Show to other classes.

RESOURCES:

Filmstrips available on substance abuse. Resource people available.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Community Study

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness
To relate home and school jobs to community functions
To know the jobs necessary to maintain the community
Social Awareness
To understand that all jobs are dependent upon other jobs
Economic Awareness
To understand that some workers produce goods while others produce services

ACTIVITIES:

1. Study the jobs necessary to maintain your community.
2. Draw a map of the community and label community workers, schools, places of business, etc.
3. Have resource persons come and talk to class (postman, policeman, fireman,etc.).
4. Take a field trip to some of these places.

RESOURCES:
Resource persons of community jobs.

Field Trips.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Language Arts

EDUCATIONAL CONCEPT: Making a Magazine

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations
To recognize the vital importance of a cooperative spirit
Decision Making
To recognize and accept others' decisions
Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs
Career Awareness
To know the jobs necessary to maintain the community
Social Awareness
To understand the need for cooperation in the completion of tasks

ACTIVITIES:

1. Study textbook on puns, puzzles, outlandish recipes, articles, and poetry.
2. Divide into groups, each to make a magazine. Elect an editor for each group.
3. Read magazines - Weekly Reader, T.V. Guide, Highlights, Jack & Jill, newspapers, and magazines.
4. Have each student contribute puns, rebus puzzles, recipes, articles, poetry, cartoons, comics, advertisements, stories.
5. Fix a cover for each magazine.
6. Draw men's and women's fashions.
7. Put the best of everyone's work in the magazines (Editors help decide what goes in).
8. Illustrate stories and articles.
9. Visit a local newspaper or publishing company to see how magazine and newspapers are set up and printed.
10. Find set jobs of each worker that go into producing a newspaper.

RESOURCES:

Field trip to newspaper.

FOLLOW-UP ACTIVITIES:

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GRADE OR IGE UNIT: 5

SUBJECT: Science

EDUCATIONAL CONCEPT: Marine Biology

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To realize that hobbies and interests may lead to a vocation

ACTIVITIES:

1. Study how life began in the ocean and gradually moved on to land (Ceolocanth).
2. Study what causes waves and tides.
3. Study the composition of sea water.
4. Study the land formations on the bottom of the ocean.
5. Divide the class into seven groups: (a) crustaceans; (b) bottom dwellers; (c) fishes; (d) spiny animals; (e) shell animals (mollusk); (f) mammals; (g) scuba diving.
6. Each group research their topic and present their findings to the class.
7. Invite a scuba diver to bring slides of ocean life and his equipment to the class. Have him explain how he uses his equipment as he explores the ocean and some of the animals to watch out for.

RESOURCES:

Scuba Diver, his equipment and slides.
Filmstrips - The Ocean is Many Things - 6 filmstrips by Educational Development Corp.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Health

EDUCATIONAL CONCEPT: Personal Appearance

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations
To develop healthy work habits
Educational Awareness
To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

ACTIVITIES:

Discuss and emphasize importance of forming good grooming habits while young. Demonstrate that how we sit, stand, etc. is habit and that posture affects appearance. Make silhouettes of each student.

Introduce the importance of cleanliness in the world of work. Use the school nurse, and cafeteria workers as resource people and have students list other jobs in which cleanliness is important.

Good posture is also important in the world of work. Use the P.E. and Home Ec. teachers to show how posture affects personal appearance, job safety, etc.

RESOURCES:

P.E. and Home Ec. Teachers, School Nurse, Cafeteria Workers.

Films: Posture Habits, Coronet films, Personal Cleanliness - Society for Visual Ed.

FOLLOW-UP ACTIVITIES:

Students conduct an occupational survey to provide live applications of the lesson.

GRADE OR IGE UNIT: 5

SUBJECT: Science

EDUCATIONAL CONCEPT: Weather Forecasting

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To know and practice the decision making process
Career Awareness
To know the jobs necessary to maintain the community
Economic Awareness
To comprehend the tools of business (symbols)

ACTIVITIES:

Goals: (1) Develop good work habits; (2) To familiarize students with tools and equipment used by the weather forecaster.

1. Use transparencies to teach symbols used in weather forecasting.
2. Discuss role of weatherman.
3. Show films and filmstrip on weather.
4. Projects for individuals: posters; bulletin boards; weather booklet.
5. Learn how to use radar and satelite pictures.
6. Use the decision making process in making weather predictions.
7. Take a field trip to the weather station (airport).
8. Write a diary about the trip.

RESOURCES:

Field trip to Airport weather station. Films and filmstrips on weather.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Science

EDUCATIONAL CONCEPT: Plant Study (Greenhouse)

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness
To realize that hobbies and interests may lead to a vocation

ACTIVITIES:

Visit a greenhouse to see plants growing and sold. See cut flowers in the cooler and watch workers arrange flowers. Find out the duties and talents of each worker. Allow time for students to interview workers about their pros and cons about their work.

Invite a florist to school to arrange flowers. Make paper flowers and arrange them.

Study types of flowers and materials needed to grow flowers. Plant seeds and watch them grow.

RESOURCES:

Resource people - Agriculture teacher, Horticulturist, local florist.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Reading

EDUCATIONAL CONCEPT: Understanding & Interpreting Charts, Graphs

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

To comprehend the tools of business (eg. to be able to read and interpret tables, graphs and charts used as a consumer)

ACTIVITIES:

1. Charts, tables, graphs, T.V. schedules, the books from Weekly Reader on tables and graphs, may be presented to an entire class or set up as an interest center.
2. Have the students answer questions concerning the charts, or use the information on them.
3. Correct the answers and have them find out why they missed the ones they did.

RESOURCES:

Charts, tables, graphs, etc.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Math

EDUCATIONAL CONCEPT: Addition, Subtracting, Making Change (money)

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness
To understand that all jobs are dependent upon other jobs
Economic Awareness
To develop the concept of financial management (i.e. saving, spending)

ACTIVITIES:

Goals: (1) In a make believe bank, students will be able to make out deposit and withdrawal slips for both savings and checking accounts; (2) Students will be able to perform the job of teller.

Tour a bank and discuss various careers with personnel. Fill out necessary banking forms.

Practice math learnings in addition and subtraction of money, making change, use of an adding machine, and figuring deductions for checks.

By working together in a banking siutation, students will learn to depend on each other's jobs in order to make the bank run efficiently.

RESOURCES:

FOLLOW-UP ACTIVITIES:

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GRADE OR IGE UNIT: 5

SUBJECT: Reading

EDUCATIONAL CONCEPT: Water Filtration

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs

Social Awareness
To realize that society is dependent upon the work of many people

ACTIVITIES:

Goals: (1) Acquaint students with the concepts of basic water filtration; (2) To show qualifications of workers in a filter plant; (3) To show materials used in water filtration.

1. Use diagrams to teach the process of filtration.
2. Show filmstrip on community utilities.
3. Read articles on importance of water conservation.
4. Draw a mural showing what happens to water from the time it leaves the lake until it reaches the home.
5. Field trip to water treatment plant.

RESOURCES:

Set of four filmstrips and cassettes - Our Community Utilities, by Coronet.

Field trip to water treatment plant.

FOLLOW-UP ACTIVITIES:

214

GRADE OR IGE UNIT: 5

SUBJECT: Math and Health

EDUCATIONAL CONCEPT: Study of Foods

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To understand that all jobs are dependent on other jobs

Economic Awareness

To understand the system of exchange of goods and service

ACTIVITIES:

In connection with your study on foods, discuss the jobs of the grocery store (cashier, manager, meat cutter, etc.). Set up a classroom grocery store using boxes, cans, etc. brought from home. Use play paper money and change for students to buy goods. Provide opportunities for students to assume different roles in the store.

Practice math by adding up each person's purchase and returning the correct change. Provide opportunities for shopping money to be earned in various ways throughout the day.

RESOURCES:

Field trip to grocery store.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Science

EDUCATIONAL CONCEPT: Space

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training or knowledge for most jobs

ACTIVITIES:

Study what space is and what has been found in space. Study the achievements made in space explorations. Acquaint students with wide variety of jobs available in space exploration and space study; also, the specialized preparation needed for those careers.

Use film to help teach space. Prepare bulletin board display of vehicles used in space explorations. Have a science fair showing photos or drawings of rocket launchings, views of earth as seen from spacecraft reentering the atmosphere, and spacecraft or astronauts being recovered from ocean.

RESOURCES:

Materials from space centers.

Film - Rockets and Satellites

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Science

EDUCATIONAL CONCEPT: Plant Life - Forestry

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To help match an individual's abilities and interests with the skills and process needed in the world of work

Career Awareness
To realize that hobbies and interests may lead to a vocation

ACTIVITIES:

Cover textbook material on plants. View plants under a microscope to identify cells. Discuss the two booklets on forests. Take a walk in the woods to identify plant life. Make a terrarium from wild plants.

Have a resource person come tell about his/her role as agricultural agent. Take a field trip to Cradle of Forestry and demonstrate ways to appreciate and protect plant life.

Discuss the role of a forester and the history of forestry.

RESOURCES:

Two booklets - Smokey's Story of the Forest, field trip to forest, talk with forester.
Our Woodland World

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Rerding and Language Art

EDUCATIONAL CONCEPT: Pleazure Reading, Development of Vocabulary

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs
Career Awareness
To realize that hobbies and interests may lead to a vocation

ACTIVITIES:

1. Read Black Gold by M. Henry.
2. Invite a horse trainer to speak to class.
3. Take a field trip to a race track or riding stable.
4. Illustrate the most impressive sights and a worker.
5. List all occupations observed.
6. Make a vocabulary listing of all new words.
7. Relate this experience to "Be Kind To Animals Week."

RESOURCES:

Horse Trainer, field trip to race track or riding stable.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 5

SUBJECT: Language Arts

EDUCATIONAL CONCEPT: Filling Out a Job Application

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process in the world of work

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

ACTIVITIES:

Discuss and fill out a simple job application. Discuss other forms they may need to complete. Discuss jobs they presently hold. Students may apply for jobs in the classroom.

Have a school counselor come talk to the class about the importance of being able to fill out application properly. Also, have the counselor speak of the students' job ideas. Get them to think about their interests and abilities and what jobs they would be suited for.

RESOURCES:

Counselor.

FOLLOW-UP ACTIVITIES:

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